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A publication devoted to minorities in the curriculum provides several kinds of information. One section contains reports of courses and practices at all school levels in 38 schools throughout Massachusetts. The major part of the document consists of extensive notations of teaching resources--curriculum packages, media materials, textbooks, and references to other kinds of informational materials. (NH)

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MINORITIES IN THE CURRICULUM: WHAT'S HAPPENING WHERE

An Informal Survey of Programs and Resources in Massachusetts

May 1969

Patricia R. Allen

and

Rita E. Weathersby

A Cooperative Effort of:

Natick Social Concerns Study Committee

D. C. Heath and Company, Publishers

Commonwealth of Massachusetts, Department of Education, Bureau of Curriculum Innovation

182 Tremont Street, Boston, Massachusetts 02111

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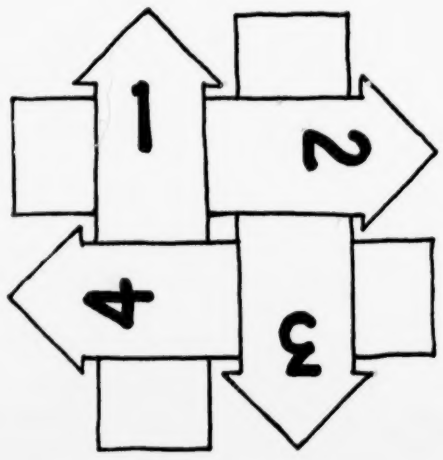
NOTE

Minorities in the Curriculum: What's Happening Where was prepared for a conference held May 10, 1969, in Natick,Massachusetts. This conference, "Minorities and the Curriculum," was one in a series called "The Conscience of Our Town." It was sponsored by the Natick Social Concerns Study Committee, composed of representatives appointed by the Board of Selectmen from civic, service, and religious organizations.

The Bureau of Curriculum Innovation is acting as a disseminating agency for this publication. The first printing of 1,000 copies has been distributed to those teachers and others mentioned in the book, to social studies chairmen and coordinators in the Commonwealth, to those attending the Natick conference, and to various key people and resource centers--such as the President of the Massachusetts Council for the Social Studies, the Boston Public Library, and the New Urban League. We anticipate a second printing will provide copies for broader general distribution, and will be glad to receive orders against that printing. Quantity orders should reach us as soon as possible so we can include them in our calculations. Furthermore, corrections in the text which should be made before reprinting should reach us immediately. Direct all correspondence to Minorities/Curriculum, Bureau of Curriculum Innovation, 182 Tremont Street, Boston 02111 (727-5132).

A collection of several of the items mentioned in these pages is being assembled and will be on display permanently in the Department of Education Library at 182 Tremont Street, 11th floor. It is open Monday-Friday from 9-5. The Department librarian, Mrs. Patricia Stevens, will be glad to answer brief inquiries (727-5749) or to assist visitors, who are welcome during library hours.



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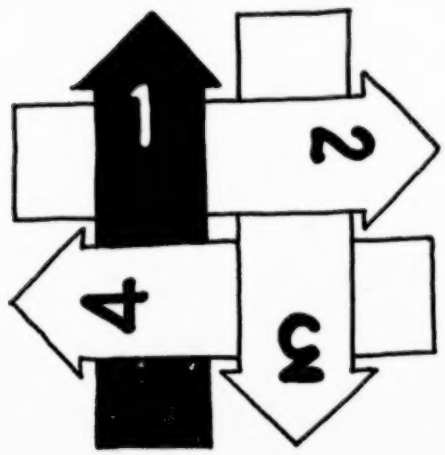

WHAT IT'S ALL ABOUT:
Introduction and Acknowledgements

How private citizens, industry, and an educational agency can cooperate to meet a public demand is well illustrated in the story of this publication's genesis and evolution. Only eight weeks ago there were conversations between a Natick librarian coordinating a conference titled "Minorities and the School Curriculum," a spokesman for D. C. Heath, and a staff member of the State Department of Education's Bureau of Curriculum Innovation. The Bureau had had a number of inquiries from Massachusetts citizens and educators about integrating minorities into the curriculum--and had little hard data to use in responding, the Natick group needed information about existing programs to present at their conference, and the publisher knew from his experiences that most teachers lacked sufficient resources for setting up such programs.

Instant affirmative answers by all three to the idea of preparing a document on the subject for the conference--and beyond--led to a unique collaboration. The publisher provided free printing facilities for 1,000 copies, the Bureau gathered raw data and wrote the text, and the Natick group interviewed teachers and coordinated the conference. Teachers and administrators who kindly submitted to questioning and who cooperated by sending in the initial survey forms quickly to meet our deadlines were of great assistance, too.

We are aware that this compilation is simply representative and by no means definitive in describing what is happening and what resources are available. Our time and staff limitations caused some bibliographic inconsistencies and prevented us from doing everything we wanted to do: there is no good section on black literature (although several of the citations deal with the topic); on programs in Massachusetts private, parochial, vocational, or non-school settings; on Africa; or on exemplary programs in other states. We found dismayingly few concrete programs or materials dealing with Latin America in spite of the fact that the Spanish population in Boston alone has risen from less than 1,000 in 1960 to 25,000 today.

Our investigations, however, did uncover one crucial fact: teachers and concerned citizens were acting, were anxious to talk with others about their projects and to exchange information about suitable materials. Few developers knew of others doing the same things; most felt isolated in their endeavors. This strengthened our initial conviction that even an informal report which simply collected in one place some basic program data and the most useful curriculum materials could be of considerable value, both in itself and as a device for bringing to light additional information.

You can assist us with this exercise. At the back of this book are participation forms. They offer you and others an opportunity to correct errors we have made, point out omissions which should be remedied, and comment on ideas and materials described in this publication. With your help we can improve our information and be of better service in the future.

We have tried to avoid making value judgments in reporting information. It would be difficult to judge even if we had visited all the programs, viewed all the films, read all the books and articles, and used all the teaching materials. Obviously that was impossible. Instead, we have sought to present a variety of models and options, many of which are in operation in Massachusetts. Furthermore, we recognize that ideas, projects, and materials are not equally relevant across communities, students, and circumstances. Courses, techniques, or materials appropriate for rural or suburban white students are not necessarily appropriate for urban black students, and vice versa; what is appropriate for mature seniors is probably inappropriate for seventh graders. "Where students are at" in terms of racial sensitivity and cultural understanding must certainly be considered in determining curriculum, selecting materials, and evaluating approaches. What works in one community may not work wholesale in another--though elements may be universal.

Although we have attempted to avoid editorializing, we are impelled to make this observation: *materials alone are not enough.* In spite of the focus of the last half of this book, we are convinced that the difference between success and failure is teacher preparation, orientation, openness, and enthusiasm. We would urge that teachers and administrators be given released time to visit operational programs, talk with their teachers, interact with minority group members. Educators need time to fill in the gaps in their own

experience before turning to the students. Many colleges and universities in the Commonwealth are finding innovative ways of reaching students they are now training as teachers. As we state in the third section, those discussions and experiences which were reported as most meaningful seemed to involve new structures, new teaching techniques, even new attitudes. Materials are helpful and necessary, but the teacher himself is the key.

This axiom came clear in our search. We were amazed and excited by the variety of excellent materials and school programs already thoughtfully prepared and accessible. One discovery, the Monitor series, set us on the trail of another--the 30-program Virigina television series. Tracking down the Lincoln Filene elementary series, we unearthed the Lincoln Filene secondary material. Looking for one relevant project at EDC, we found four. But the joy of our venture was the people themselves. Teachers and developers generously shared their experiences: brief interviews grew into hour and a half dialogues. The pioneers were convinced of the importance of their action. They were pleased at the prospect of meeting counterparts at a conference. Their concern was genuine; their energy was contagious; their accomplishments were substantial. We hope some of their spirit is caught and conveyed in these pages.

Patricia R. Allen
Rita E. Weathersby

May 1, 1969

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Sandra Bernstein, Jill Beth, Joan Brack, Judith Cerel, Carole Chaet, Frances Clay, Cora Clarke, Rita Estella, Nancy Foild, Chris Robison, and Rosemary Sullivan, who each interviewed at least two teachers, and whose actions affirm that citizens can have an immediate impact on the quality of public education.

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Sam Betances, Harvard graduate student in education, who supplied us with important information about materials for the Spanish speaking.

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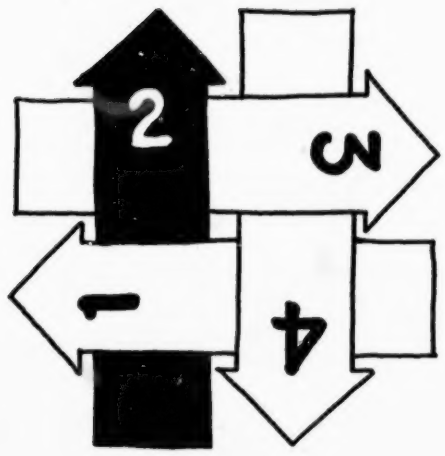
John Neal, formerly with the Bureau, who directed us to several key items.

Mrs. Patricia Stevens, who answered questions cheerfully and recommended some excellent references.

Robert A. Watson, Director of the Bureau of Curriculum Innovation, whose generous encouragement supported us throughout.

We also owe a debt to some Spanish-speaking, Indian, and black Americans we know and work with. We are grateful for their patience as we move toward understanding. The quality of their lives causes us to consider more consistently every human being in the light of the "content of [his] character," and to work more persistently for the universal adoption of Dr. King's vision.



WHAT'S HAPPENING: Program Abstracts

Note: Some reports of courses and practices reached us too late to allow for an interview. These are listed in brief fashion at the end of this section. We look forward to receiving further reports as courses and experiences are developed. Forms for reporting information are at the back of the book. The date at the beginning of some abstracts tells when the program was or will be inaugurated.

1. **AMHERST-PELHAM REGIONAL JUNIOR HIGH SCHOOL** Fall 1968

An Ungraded Course in Black History

Mr. Paul Bertrand, Department Chairman, Teacher
413-253-2493

Approximately half the school's 500 seventh and eighth graders elected this 12-week course in black history, using as a primary reference Katz's Eyewitness: The Negro in American History as well as filmstrips and records. The school's ungradedness and the teacher's conceptual approach to teaching social studies were important considerations in developing the course. Course expansion to 18 weeks is anticipated for next year.

2. **AMHERST-PELHAM REGIONAL HIGH SCHOOL** 1969-70

Multi-level Sociology Units on Race Relations and Cultural Pluralism

Mr. John Adams, Department Chairman, Teacher
413-253-3595, 253-3408

The school anticipates 360 students will elect a sociology course which includes a 6-week unit on intergroup (primarily black-white) relations. The approach will be multi-media, multi-source, using the Harvard AEP unit "Negro Views of America," various histories, current magazines, and films, with provisions for seminars and independent study for the better students. A later section of the same sociology course will deal with cultural pluralism and the interaction of ethnic groups within a society, stressing ethnic differences in other countries as well as in the United States. Excerpts from course descriptions given students read as follows: "This unit is an effort to explore the concept of race and will include a study of the origin of races and the spread and intermixtures of races and how this has brought about conflict and tension. Specific examples of racial attitudes and behavior will be taken from a variety of geographical and historical sources....This unit examines the ethnic group relationships in American society as well as other selected parts of the world. American immigration offers the student the opportunity to study such topics as the nature of prejudice; economic, social, and political adjustment difficulties of minority groups and their contributions to society; the role of popular movements in history against such peoples; and the government's role in aiding and restricting these groups. The use of case studies of Mexican-Americans and New York City minority groups allows the student to interpret such crucial problems in society for himself."

3. **BROCKTON ELEMENTARY SCHOOLS**

The Greater Cleveland Social Science Program

Miss Grace D. Keenan, Director of Elementary Education
Sprague School, 50 Summer Street, 617-588-0351, x331

Brockton's elementary schools are using GCSSP's materials for grades K-6. One first-grade book, The World and Transportation, was designed especially for minority children; a third-grade book, The Metropolitan Community, touches on urban problems, slums, poverty, and race prejudice. A sixth-grade volume, The Coming of World Civilization, has a 44-page chapter on "Impact of Western Culture on Non-Western Cultures" (Hawaii and East Africa), while sixth grade area studies cover Latin America and the Middle East. Consultants from GCSSP have worked with teachers and administrators.

4. **DARTMOUTH HIGH SCHOOL** 1968-69

Unit Integrated into P.O.D. Course

Mr. Bruce Baggarly, Department Head, Social Studies
North Street, Mattapoisett, 758-2297

Dartmouth has integrated the Fenton materials (Tradition and Change in Four Societies, Holt) into the ninth and tenth grades, while in the eleventh and twelfth grades they are using titles from the various "Amherst" (Heath) materials. Juniors in United States History are using

a collection of readings, "Reconstruction and the Race Problem." Seniors in P.O.D. read Martin Luther King and Malcolm X, and study black power. A basic source book is "The Negro's Struggle for Equality in the 20th Century." This month-and-a-half unit, which will be expanded in 1969-70, is described by the social studies department head as "the most well-received unit we've had."

Forinformation about Amherst-Heath and Fenton, see Part 4, d11, d18.

5. **EAST BRIDGEWATER HIGH SCHOOL** 1969-70

American Studies Seminar

Robert Sharples, Social Studies Chairman

Pending school committee approval, East Bridgewater High School hopes to offer a study of minority groups as a senior elective; the class will be a seminar if it can be limited to 15 students. Plans are in the developmental stage. A seminar in American studies for college-bound seniors is planned for 1969-70. It will be a research course with 14 students and two teachers (the English and social studies department chairmen), involving extensive use of the library and formal papers. The seminar will use the Heath series "Problems in American Civilization," several titles of which deal with minority experience (e.g., "The Origins of Segregation").

6. **FAIRHAVEN SECONDARY SCHOOLS** 1968

Minority History Woven into Courses non-Western history, 1962

Edward F. Trainor, Dept. Chairman, Social Studies
87 Mill Street, New Bedford, 617-997-9144

Fairhaven has chosen the more difficult and very desirable route of systematically integrating information about minority groups into the total secondary curriculum. In this way, says the department chairman, all students can participate and repetition is minimized. Two years ago a three-week summer workshop was held to redesign the social studies curriculum K-12. Three teachers each from elementary, junior high, and senior high participated. (We could not reach an elementary spokesman. Ed. note) The following year was spent gathering materials. On the secondary level this integration takes the following forms:

Grade 7: The role of the blacks is emphasized in the regular U.S. history course

Grade 8: Geography includes a 10-week unit on the culture and background of tropical Africa

Grade 9: Civics has a unit on Supreme Court decisions on civil rights

Grade 10: Contemporary problems (for non-academic students) includes a unit on the Negro in American political affairs; Urban Geography is developing a study of the cities and their ghettos.

Grade 11: U. S. History has a unit on several minorities

Grade 12: Non-Western Civilization includes a unit on Africa, with emphasis on the social problems of South Africa

7. FITCHBURG HIGH SCHOOL

Structural Innovation Allows Students to Study Contemporary American History

Mr. John J. Dillon, Teacher, 617-343-3071

Fitchburg High School has developed an interesting variation of the traditional junior American History course: it begins with the post-Civil War period to allow sufficient time for students to study recent history, including racial problems. The course at that juncture stresses social justice, the 13th, 14th, and 15th amendments, and due process of law. In two other courses teaching about minorities is in the context of the total material. A senior course in sociology deals with all minorities and the background of racial problems; a sophomore course on the culture of America presents minority contributions in various fields.

8. FRAMINGHAM ELEMENTARY SCHOOLS

Community Participates in Launching "Curriculum for Understanding"

Miss Patricia Ellis, Director of Elementary Instruction
49 Lexington Street, 872-1522

Framingham provided its teachers with multiple resources for teaching about minorities: mimeographed copies of the "Curriculum for Understanding" prepared by educators in the Valley Stream, New York, schools; two inservice meetings included community groups in the planning process and were open to townspeople as well as teachers; and a list of materials readily available in the Framingham Public Library was prepared. The "Curriculum for Understanding" itself suggests ways of integrating black history, black literature, and contemporary problems into all phases of the elementary curriculum; lists many different activities; and--most important--provides teachers with a substantial background in these subjects for the teaching.

For further description, see section 4a.

9. FRAMINGHAM JUNIOR HIGH SCHOOLS

1968-69

The Black Man in American Society

Mr. Quentin C. Sewell, Teacher and Committee Chairman
61 Prior Drive, 877-5153
Mr. Edward J. Moran, Director of Secondary Instruction
49 Lexington, 872-3338

Three teachers worked through the summer to prepare a 4-6 week unit titled "The Black Man in American Society"--this in response to questions raised by junior high students. The unit was distributed to junior high social studies teachers who have integrated it with the 7th grade American history course or used it as a special section in the 8th grade. It has a case-study approach, in which students take a segment of personal experience and then evaluate it; students also do research. Single copies of the 38-page unit with two appendices are available from Mr. Moran.

For further description of materials, see section 4a.

10. **FRONTIER REGIONAL HIGH SCHOOL** 1968
Conway, Deerfield, Sunderland, Whately
After-School Seminar--for Credit
Mr. Joseph C. Winseck, Teacher
Frontier Regional High School, South Deerfield, 413-665-2118

This elective seminar in black history for sophomores and juniors meets after school for one credit per semester. Students read and discuss historical documents and contemporary paperbacks. The course is graded but has no examinations or written papers; student involvement in seminar discussions provides the basis for grades. The course rationale: you can't talk about contemporary problems unless you understand their historical roots.

11. **GARDNER HIGH SCHOOL** 1970 or 1971
Broadening the Social Studies Curriculum
Mr. William A. Lincoln, Instructional Materials Center
62 Waterford Street, 617-632-1602

The primary obstacle to the addition of Asian and African studies is absence of space: Gardner is in a bind while they wait for construction of a new high school. But one teacher is already making preliminary investigations.

12. **HAVERHILL HIGH SCHOOL** Spring 1969
An Elective Course in Human Relations Using "Sunshine"
Mr. Lloyd Crossman, Teacher
Locust Street, Merrimac, 617-346-8662

This course, a half-year elective, grew out of and exists in addition to the regular P.O.D. course. An important part is the playing of an educational simulation game called "Sunshine," a 5-week unit which replays current racial problems in a typical American city. As citizens of the hypothetical community of Sunshine, students are "reborn" with varying ethnic identities (white, tan, brown, black) and corresponding yearly incomes, vocations, educational backgrounds, and street addresses in one of Sunshine's six neighborhoods. As students study black history and literature, the community moves toward a racial crisis. Responding to the crisis, students write letters to the editor, elect a new mayor, argue with other students about "correct" solutions to the city's problems, and exert pressure on the city council--all in an attempt to solve Sunshine's problems through the democratic processes. Simulation games such as "Sunshine" are complex; their comprehensiveness makes demands on the initiating teacher; but they are extremely rewarding in terms of student interest and involvement. One Haverhill student transferred simulated action to real citizen action: he wrote a letter to the editor expressing his views about a community expenditure he felt was unwise. Mr. Crossman modified and administered to the students (who remained anonymous) the racial attitudes test which accompanies the simulation game. A post test will attempt to measure any changes in attitude which resulted from the Sunshine experience.

For further description of "Sunshine," see section 4a.

13. **HOLYOKE HIGH SCHOOL** 1969-70

A Multi-Disciplinary Elective in the Black Experience--in Africa and America

Richard H. LeFrancois, Teacher
413-534-5678

The black experience on the African continent and in the Western Hemisphere is the subject of this proposed year-long elective in the humanities. Staff members from art, music, speech, English, and social studies will pool talents in teaching the two sequences, Non-Western Studies/Africa and Black American History. Sections include early African civilizations, African culture systems, African art and music, contemporary African problems; the slave trade, Jim Crow laws and black nationalism, black American art, drama, music, and literature, and black American political thought.

14. **HOPKINTON, ELMWOOD SCHOOL** 1968

Teachers Initiate Minority Studies

Mr. Albert P. Russo, Principal
617-435-3310

Teachers made the decision to include materials about minorities as a matter-of-fact part of the curriculum in grades 4-6. They rely especially on two filmstrip series purchased by the school, which come with teachers' guides suggesting appropriate classroom activities. One series is titled "Minorities Have Made America Great"; the other, "Exploding the Myths of Prejudice."

For further description of materials, see section 4b.

15. **IPSWICH HIGH SCHOOL** 1967

"The Nature of Prejudice"

Mr. Robert Keefe, English Department Chairman
High Street, 617-356-3137

This is one of the three topics explored in depth by non-college seniors during a year-long humanities course, "A Humanistic Approach to Contemporary American Culture." Students meet two periods a day for art, music, history, and English. They discuss prejudice, hear speakers from minority groups (one explained what it was like to be a Jew in a W.A.S.P. community like Ipswich), read books and essays such as James Baldwin's Go Tell It on the Mountain, utilize audio-visual materials like a tape of a Ku Klux Klan meeting.

16. **IPSWICH JUNIOR HIGH SCHOOL** 1968

A Social Studies Course Based on the World of Its Students

Mr. Peter R. Greer, Social Studies Department Chairman
Mr. Sidney Johnson and Miss Irene Bell, Teachers
617-356-3535

Called "What Is Happening to Me Now," this required year-long course for eighth graders helps students crystallize their own ideas and develop their own personal philosophy. This is done in part through an exploration of their own community. The second quarter unit, "Why Do You Hate Me?", deals with prejudice. This year students made a map of community prejudices, which showed groupings of rich and poor as well as various ethnic origins. They explored why these groupings came into existence, how they changed or resisted change, and examined motives for their own prejudices. As a result of these and other experiences, eighth graders are anxious to join the school's World Affairs Club, now open only to ninth graders. Four unbound notebooks of magazine articles, newspaper clippings, bibliographies, and film lists connected with the course may be inspected by visitors.

17. LUNENBURG HIGH SCHOOL 1964

An Elective in Non-Western History

Mr. John Shannon, Teacher
617-582-9941

A segment of this semester elective deals with modern Africa, exploring Africa's development and relations with the United States, including racial policies. Object of this unit is to familiarize the students with Africa, its problems and its future. One text is from the Harvard AEP series, "Negro Views of America." Along with Africa, pupils study Russia, China, and one additional country, if there is enough time.

For further description of the AEP materials, see section 4a.

18. MARSHFIELD HIGH SCHOOL 1969

Three Programs Initiated

Mr. Gerald S. Barclay, Director of Social Studies
Furnace Street, 617-834-4591

In 1969 Marshfield will make the move to teaching about the Negro as part of U. S. History, rather than as a separate group. At the same time a non-Western cultures course will be inaugurated. They presently teach intergroup relations as a part of their sociology course.

19. MIDDLEBOROUGH, MEMORIAL HIGH SCHOOL

Asia and the Middle East in a Modern History Course

Mrs. Marian Whipple, Teacher
6 Howland Court, 617-947-1366

Interests from a year at Yale as a John Hay Fellow working in Asian Studies are reflected in a 6-week unit on Asia in the course, Modern History. (The Middle East merits a month.) The Asian sections covers geography, religions, philosophy, and current events. Mrs. Whipple has supplied the Bureau with a set of brief summaries of five Asian religious philosophies: Zen, Hinduism, Shintoism, Buddhism, and the works of Confucius. These are available on request.

20. **MINNECHAUG REGIONAL HIGH SCHOOL** Fall 1969
Hampden, Wilbraham
The Historical Role of the American Negro
Mr. Stephen R. Castonguay, Teacher
High School, South Main Street, Wilbraham
81 Bridge Street, Indian Orchard, 413-543-1429

One hundred ten students have already elected to take a rigorous semester course next fall, surveying black history chronologically, beginning with the African heritage. To facilitate independent thinking, students will be graded on a pass-fail basis.

21. **MT. EVERETT REGIONAL HIGH SCHOOL** 1968-69
Alford, Egremont, Monterey, New Marlborough, Sheffield
A Required Course for Seniors
Mrs. Lillian E. Preiss, Teacher
413-229-8734

All seniors must take the year-long course "American Ethnic Groups," one semester of which is devoted to Afro-American history. It meets twice a week for lectures, discussion, films, and other media presentations. Its objective is to fill a void in the students' understanding and appreciation of cultural diversity.

22. **MT. GREYLOCK REGIONAL HIGH SCHOOL** 1968
Lanesboro, Williamstown
Black Student Advises in Curriculum Development
Mr. Paul LaPlante, Department Chairman, Teacher
High School, Cold Springs Road, Williamstown, 413-458-8164

When they incorporated units on black history into the regular U.S. history and American civilization courses, Mt. Greylock teachers asked a black ABC student what he felt white classmates should know about his heritage and problems. The response: not chronological history, but the life style and cultural values of blacks, and the consequences for whites of black slavery and oppression. White students reacted positively. Next year the high school hopes to have more black students and an expanded course covering the black-white experience.

23. **NASHOBA REGIONAL HIGH SCHOOL**
Bolton, Lancaster, Stow
Minorities Studied in Psychology Course
Mr. George Sousa, Department Chairman
617-SP 9-2257

"Students are interested in today's problems and eager for relevant information about them." For this reason juniors at Nashoba study black history as an integral part of United States history; and seniors spend three weeks of a behavioral science course studying racial and cultural minorities. Although far removed from the urban scene, students have indicated their desire to discuss and understand it.

24. **NATICK, CENTER SCHOOL**

25. *Teaching About Minorities in a Self-Contained Classroom*

Miss Margaret Ralston, Teacher
Mr. James Christie, Teacher
617-877-5831
Fall 1968

These two teachers have integrated information about minority groups in their separate sixth grades through the social studies curriculum--history of Western civilization. For example, Mr. Christie notes minorities as students study each country: when they consider Spain, he describes the conflict between the Basques and the Moors. He instills minority pride by having students identify with countries of their origin as each country is viewed. He also discusses how people of many ethnic origins live and vote to maintain the central city of Boston. When Miss Ralston's class studies Egypt, she tells students about the Jewish dietary laws, which kept Hebrew slaves alive while Egyptians died. When they look at the Fertile Crescent, she mentions the modern descendents of these ancient people. (She also taught the children to dance an Israeli *hora*.) When she discovered that some students thought the pre-Civil War underground railroad referred to underground trains, the class talked about black history, read biographies of Negro leaders, and became aware of black people in everyday situations such as those presented in Look Magazine's "Black is Beautiful" series. As the occasion arises, they discuss pertinent facts about minority groups, pleasant and unpleasant. "We need these facts for good brotherhood," she says.

For further information about Look, see section 4c.

26. **NATICK, WILSON JUNIOR HIGH SCHOOL** 1968-69

Slow Students Respond to Relevant Civics

Patricia A. Mickel, Teacher
7 Berkshire Drive, Paxton, 617-756-3428

Below-average students became involved in their civics course when they spent four weeks discussing minority groups and the implications of prejudice in American society, using the inductive approach.

27. **NEEDHAM PUBLIC SCHOOLS**

Splicing Special Units into Six Grades

Mr. Henry Hicks, Director of Social Studies
Needham High School, 617-444-4100, x250

Education must equip suburban students to cope with society's attitudes. Needham's social studies teachers worked from this premise in preparing several units now in use. To summarize:

Grade 3 Urban studies
Grade 6 Your Rights and Responsibilities as an American Citizen, by Quigley and Longaker
Grade 7 Cross-cultural study of similarities among peoples; Africa, 1/3 year
Grade 9 Megalopolis (Western heritage); students concentrate on the Boston area

Grade 11 U. S. history begins in the late 1800's and continues to present; there are units on Reconstruction, Jim Crow, etc.
Grade 12 Economic and sociological study of the world (85%), seminars on current problems (10%), East Asian culture (5%)
Psychology (individual differences, using case studies; minority-majority attitudes) planned for 5% of students in September 1969.

28. **NEWTON JUNIOR HIGH SCHOOLS** Fall 1967

Ninth Graders Try "The American Experiment"

Mr. Edward C. Martin, Social Studies Coordinator
88 Chestnut Street, West Newton, 617-969-9810, x345
Mr. Michael Cohen and Mr. Cary Holmes, Teachers
Weeks Junior High School, 617-244-4740
Mr. Duncan Yaggy, EDC Staff
Tower Road, Lincoln, 617-868-5800, 259-8153

Newton ninth graders and their teachers are cooperating with Educational Development Corporation in working out a year's course called "The American Experiment." It began as an attempt to use a study of various minority groups to understand political culture and grew into a study of American notions about diversity. Students explore American history from the perspective of questions about American culture and identity. The four units presently in the course are "Defining America," "The Frontier Experience" (the Indian's exclusion), "Immigration," and "Contemporary Problems."

For more information, see section 4a.

29. **NEWTON ELEMENTARY SCHOOLS** Fall 1968

Project Social Studies--a Four Year Effort

Social Studies Project, 88 Chestnut Street, West Newton
617-969-9810, x345
Mrs. Vivian Johnson, Mrs. Ruth MacDonald, Teachers, 617-358-7305
Mrs. Anne Carr, Teacher, 617-527-7971

In 1966 three Newton elementary teachers were granted released time to write a K-6 curriculum which would bring cultural differences into the classroom. One goal: to make students aware of their own ethnic, racial, and religious heritage and the heritage of others. Each grade has a different emphasis. Second graders, for example, study houses and homes as a reflection of the environment. They deal first with four houses in four contemporary cultures--long house (Borneo), tent (Sahara), farm house (France), and hogan (Navajo). Then they look about their own community to discuss and explain cultural and economic differences. Fourth graders study French Louisiana and Puerto Rican Harlem as "ethnic regions." Other types of regions are geological, climactic, and political. Fifth graders study eight non-Western cultures, including West Africa, Southeast Asia, and the South Pacific. The project team developed much of their own material. They then trial taught the course, evaluated and revised it, and presented it to the district teachers in a series of workshops. They also developed a resource center from which teachers may borrow pictures, transparencies, slides, and kits of various descriptions. Work is still in progress; 1969-70 is the final developmental year for the district-funded project,

30. **NEWTON, MEADOWBROOK JUNIOR HIGH SCHOOL** Spring 1969

Students Study "The Uprooted"

Mrs. Isa K. Zimmerman, Director of Research in Curriculum
617-332-3745, 277-9653

Four teachers planned together and now teach individually this twelve-week course. Titled "The Uprooted," it explores the life of immigrant groups in America, principally through literature. Students concern themselves with such questions as: What kind of life did these people have before coming to America? What kinds of problems did they have in adjusting to life in America? In what ways did these groups change? In what ways did they become "Americanized"? How was the fabric of American life affected by these immigrant groups? Students first build a model of culture by a group study of the Cheyenne Indians. Then each student conducts an intensive case study of one group that interests him--for instance, the Irish, Polish, Italians, Orientals, Puerto Ricans. A smorgasbord of titles starts the student off: Fifth Chinese Daughter, Two Blocks Apart, A Tree Grows in Brooklyn, A Nation of Newcomers, Call It Sleep, Children of Sanchez, My Name Is Aram, Giants in the Earth, My Antonia, The Outnumbered, Light in the Forest, and others. The four teachers involved are Mrs. Linda Wolf, Mrs. Cathy Wofsy, Mrs. Sally Baker, and Mrs. Diana Ray. Descriptions of the course will be available in June 1969.

31. **OLD ROCHESTER REGIONAL HIGH SCHOOL** 1968-69

Marion, Mattapoisett, Rochester

A Course for Children and Adults Designed to Establish Rapport Between School and Community

Mrs. Lee S. Root, Chairman, Social Studies Department
27 Hammond Street, Mattapoisett, 617-758-2081

Administrators at Old Rochester Regional High School are applying for N.D.E.A. assistance to develop a course in Afro-American history for school children and parents of both races tailored to the specific needs of their community. Since texts seem inappropriate, the course will utilize teacher and guest lectures, popular magazines such as Ebony, paperbacks, films, filmstrips, and other materials. Such a course should in itself be valuable for adults; but it will also acquaint them with what their children are learning in school and, hopefully, bring about greater understanding between the school and the community as well as between races.

32. **OXFORD HIGH SCHOOL** 1968-69

An Elective in Asian-African Studies

Mr. Roger Bacon, Assistant Principal and Curriculum Committee Chairman
Mr. Thomas Valentinetti, Department Head
Mr. Edmund Ghareeb, Teacher
Oxford High School, 617-987-8144

Juniors and seniors can now elect a course whose teacher is working on his master's degree in Asian-African studies. The course begins with today's problems and extends back into yesterday as students explore the historical and cultural roots of our important minorities. Mr. Ghareeb has indicated his willingness to share resource lists and ideas.

33. **QUABBIN REGIONAL HIGH SCHOOL** 1969-70
Barre, Hardwick, Hubbardston, Oakham
Graphic Presentations Help Remedy Students' Lack of Experience
Mr. Glen Stratton, Social Studies Department Head
Mr. Bruce Crowder, English Department
Mr. Thomas Cabot, Language and Audio-Visual Departments
High School, Barre, 617-355-4651

An up-to-the-minute audio-visual department with the capacity to reproduce videotapes, filmstrips, transparencies, and printed materials is used by Quabbin teachers to keep the social studies curriculum relevant at this two-year-old school. Although these communities have few visible minorities and even less urban unrest, their students have shown an eagerness to understand what they have not experienced. Minority groups are studied at grades 8 and 11 in the context of American history; students in grade 12 can elect a course in contemporary affairs. Study has led to action. After watching a television program on poverty, students wrote letters to their congressmen urging more help for the poor of all races.

34. **SILVER LAKE REGIONAL HIGH SCHOOL** Fall 1969
Halifax, Kingston, Pembroke, Plympton
Visitors Welcome
Mr. Jon Cucinatto, Teacher
48 Bedford Street, Bridgewater, 617-585-3844

Mr. Jon Cucinatto would enjoy having visitors to his new semester course in Afro-American history. It will be taught twice next year to fifteen seniors in the college preparatory curriculum. They will study African culture from anthropological and sociological points of view, and attempt to find the elements of African culture brought to America by the Negro. Students will also consider the black experience in America from the African origins to the present time. They will read such titles as From Plantation to Ghetto, Up from Slavery, Souls of Black Folk, Autobiography of an Ex-Colored Man, Black Boy, and White Man, Listen.

35. **SOUTH HADLEY INTERMEDIATE SCHOOL** tryout of materials in classes, 1968-69; course itself, 1969-70
Social Studies and Language Arts Get Together in "20th Century America"
Mr. Edgar Noel, Principal
Mrs. Peg Vartanian and Miss Pat Clare, Teachers
413-536-0718

Since September 1968 these teachers have been hammering out details on a unit in black history to be included as part of an eighth grade course, "20th Century America" next fall. Planning takes place in weekly department meetings. The contemporary topic lends itself to extensive correlation with language arts programs; consequently; English teachers are beginning to respond with suggestions for readings which include Yes I Can, by Sammy Davis, Jr.; Black Like Me, by John Griffin; and Nobody Knows My Name and The Fire Next Time, by James Baldwin.

36. **WARE, CHURCH STREET SCHOOL** 1969-70

As the Teacher Learns, So Does the Student

Miss Barbara Jacesyn, Teacher
413-967-6903

A summer course at Smith College will result in new learnings for junior high students at Church Street School: what Miss Jacesyn discovers during the summer about the black man in North and South America she hopes to pass on to her students via a newly-organized course in black history.

37. **WINCHENDON, MURDOCK JUNIOR-SENIOR HIGH SCHOOL** 1968

Students Act on Classroom Learnings

Mr. Richard H. Smith, Social Studies Chairman
617-297-1256

Students who had had black history in a senior Problems of American Democracy course returned after their first year in college to prepare and present to their former teacher a list of recommended sources on black history. In another case one boy asked why they had to study minorities. The teacher replied that the student might have a black roommate in college--and shouldn't he have some knowledge of his new friend's experiences? The boy agreed. Furthermore, he returned after graduation to say that he had searched the campus--successfully--to find a black roommate for the year. Murdock seniors will continue to discuss America's minorities in the POD class. Ninth graders will have a new course in the fall on contemporary problems, using the inquiry approach, reading newspapers, discussing personal and community problems, and spending 4-8 weeks studying minority groups.

38. **WORCESTER, DOHERTY MEMORIAL HIGH SCHOOL** Fall 1969

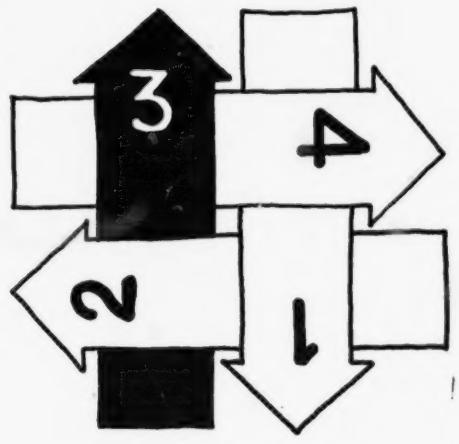
Community Participates in Planning the Course

Mr. Samuel Sleeper, Co-ordinator of Social Studies
617-791-2373

Results of a year and a half of planning will materialize in September, 1969, when Doherty offers two optional classes in U. S. Negro History. Members of the black community requested the course, and representatives from the community helped plan it.

ADDITIONAL LISTING

Town or Region	Contact Person	Description
39. Action-Boxborough RHS	Frank Pratt, Dept. Head 263-5737	Course in black history for adults developed primarily by teacher assn.
40. Acushnet	Thomas Guyoski, Teacher Albert F. Ford JHS	Black and minority history in in with U.S. history
41. Apponequet RHS Freetown, Lakeville	Gordon Goodfellow and Robert Dorsey, Teachers 947-2660	Non-Western history and intergroup relations using Guidance Associates film-strips.
42. Chicopee	Miss Madeline Garvey Chairman, Social Studies Dept., Chicopee HS	Non-Western history, World Regional Studies proposed for 1969
43. Chicopee	Mr. David Kowalczyk, Teacher Comprehensive HS	Elective course, "Asia, Africa, and Latin America"
44. Duxbury	Col. James Truden, Dept. Chrm. Duxbury High School 934-2951	Black history for more than 100 children
45. Easton	Mrs. Hazel Varella, Dept. Head Oliver Ames HS, No. Easton 238-4313	Non-Western history
46. Fairhaven	Mabel H. Knipe Fairhaven High School	Black literature unit featuring Cry the Beloved Country
47. Foxborough	Alvin A. Pearlmutter Head, Social Studies Dept., HS	Non-Western history
48. Holbrook	Robert Barbarisi, A.R. Anderson Holbrook School Department 583-7072; 963-4560	Minority group history (elem) proposed for 1969-70
49. Mansfield	Miss Welch; Mr. Wm. DeStefano Mansfield HS	Black history proposes for 1971
50. R. C. Mahar RHS Erving, New Salem, Orange, Petersham, Wendell	Earl H. Olson, Coordinator Social Studies Dept.	World history includes non-Western history
51. " "	" "	Sociology deals in part with intergroup relations



WHAT IT MEANS:
Some Observations & Implications

One fundamental observation is this: minorities *are* in the curriculum, at least in the school programs described here. There are programs at all grade levels. Some are voluntary; others are compulsory. They range in length from a two-minute remark to a two-semester elective. A strong majority began in 1968-69, and many more are proposed for 1969-70. Although few people involved in developing these programs would admit that enough has been done to counter years of relative silence about American cultural diversity, the fact remains: something has been done.

Only a few of these programs are the result of pressure exerted by militant community groups on reluctant school establishments. Another few are the result of school administrators anticipating and meeting a demand for black studies. Most, however, are the result of broad community concern

with relevant social education. In some cases the presence of black students from Metco or similar programs provided a catalyst for action. In many others the assassination of Dr. Martin Luther King, recent black militancy, and urban violence provided the impetus for innovation. Teachers, parents, administrators felt that students in school should have accurate, pertinent information about the nation's most pressing social dilemma.

Several districts hired teachers during the summer to prepare courses for the following year. Other districts participated in federally-funded development projects with agencies such as the Educational Development Center and the Lincoln Filene Center at Tufts University. In many districts supervisors of instruction provided resources and guidance through teacher workshops and seminars. Most school programs, however, were initiated by individual teachers working alone. They simply saw a void and filled it as best they could with available time and resources.

Many who are thinking about beginning programs are concerned about the reaction of others. These reactions have varied. Some people feel that special programs are unnecessary, and some teachers resent the extra effort required to develop them. On the whole, however, most accept the new emphasis as a good thing. Opposition seems to have been less heated than imagined. No one reported overt opposition--from parents, students, teachers, or administrators. People have, however, objected to some aspects of a program; for example, several white parents in a small suburban community were upset by the visit of a black artist who remarked, "Christ was black." Students, however, were not particularly perturbed.

The overwhelming response of those most directly concerned--students and teachers--has been positive. Teachers who develop and teach a unit on race relations do so because they believe the subject is vital; students who

elect the course or stay after school to participate in a black history seminar feel the same way. Half the students at one school elected black history; at another school, three hundred enrolled in a course that had to be limited to half that number--seniors only. If the concern is dormant, it doesn't take long to awaken. Junior highers in a community that has only one black family could not understand current racial problems. After studying the nature of prejudice and the history of black Americans, they wanted to know why good people of both races had not joined together sooner to remedy the situation. The depth of these responses indicates a genuine student concern.

Anyone who develops a program considers its nature. Most respondents believe that minority experience and non-Western culture should be integral parts of the total curriculum, K-12, in all fields. Because that first alternative requires extensive curriculum revision, textbook changes, and teacher training, special courses on these topics or units in larger courses seem an appropriate interim measure. And some subjects can stand either treatment legitimately. For example, although black history and black literature are integral parts of American history and literature, they have sufficient stature and significance to constitute a course in their own right.

New programs involve new shapes. Many of the elementary social studies programs incorporate non-Western societies and integrate elements of sociology, anthropology, history, economics, and geography into a single study of a people's life style. Secondary programs also tend toward multi-disciplinary teaching; for instance, a proposed humanities course incorporates art, music, speech, English, and social studies in a study of the black experience in Africa and America. Since contemporary social issues are complexities not neatly arranged under labels of individual disciplines, a multi-disciplinary approach seems appropriate.

Successful courses also tend to involve students in discussion and inquiry, using a variety of materials and media. Furthermore, students, parents and community leaders increasingly want a voice in curriculum development. Several courses were devised by students. One was developed by consulting with the minority community that requested it.

New programs have also evoked new structures. American history begins after the Civil War. Humanities replaces senior civics and English. Seminars meet after school for credit. Independent study widens students' alternatives. Student clubs discuss issues on their own. Adult courses promote school-community relations. Urban black students present their experience to suburban white classmates. These innovations are significant because they adjust school practices to human needs.

Goals are crucial. Some respondents believe that school programs should strive for objectivity. One curriculum developer described his task as posing honest and difficult questions about diversity in American life and providing a conceptual structure and resources so that students could respond to the questions in a constructive way. Others envision programs specifically designed to eradicate racial prejudice. Respondents from isolated suburban communities frequently expressed a need for programs to expose their students to people whose life styles and experiences were different from their own. One professional saw his major goal as legitimizing the discussion of race and race relations. Several teachers reported that at first talking about these matters was awkward, since both students and teachers had learned to avoid the topic, even in ethnically mixed situations. One child who had learned in class the meaning of "bigotry" was told by her parents to learn what she was taught in school--but not to talk about it at home. Yet students must be freed to talk. Making a situation explicit is

an essential preliminary to understanding it. Future generations of Americans will need the conceptual tools to understand--and appreciate--their diversity, differences, and interdependence.

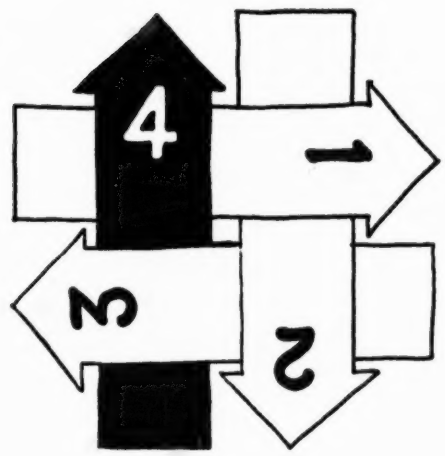
If these goals are to be realized, some of the following things must happen:

1. *More teachers must learn about minority history and non-Western culture through workshops, conferences, seminars, summer courses, and personal experiences. Perhaps there should be regional consultants, available to teachers, administrators, students, and parents, whose job would be to know the field, understand school programs, and help each community to fashion its own program--as one teacher suggested.*

2. Someone must do good basic research. Currently, people developing programs have few criteria for judging approaches and evaluating materials. Besides evaluation criteria, developers need sound conceptual structures around which to build new programs.

3. *Teachers and administrators need more planning time to deal in depth with the difficult issues such programs raise. School district provisions for released time or summer employment on curriculum projects offer one such opportunity. Participation in federally funded curriculum projects provides another. A third way to gain time and resources is to involve students, parents, and community leaders in the development of school programs.*

4. Those who feel the need for new programs must pool their efforts. A communication and dissemination system is an absolute must. People must interact with each other, and with ideas and materials, if the job is to be done.



WHERE IT'S AT:
Teaching Resources

a. **Curriculum Packages**

b. **Media: Film, Filmstrips, and Records**
   1. Prejudice and Race Relations
   2. American Cultural Diversity
   3. Black History
   4. Other Social Issues

c. **More Media**
   1. Television
   2. Periodicals
   3. Newspapers

d. **Textbooks and Publishers**
   1. Critical Evaluations
   2. List of Publishers and Titles

e. **Annotated Bibliographies**

f. **Other Things to Read and Use**
   1. Position Papers
   2. Resources for Curriculum Development

a. Curriculum Packages

a1. AEP PUBLIC ISSUES SERIES / *case studies for public discussion*

Materials in this series employ case studies to teach high school students of average ability to clarify and justify their positions on public issues. The materials were developed and tested by the Harvard Social Studies Project, funded jointly by Harvard and the USOE, and directed by Donald W. Oliver and Fred M. Newmann. Of the 16 studies developed, the six below are most relevant. Apart from the topics themselves, these case studies are valuable because they establish a sound conceptual basis for fruitful discussion. Three teacher training films are also available: "Teaching Public Issues: Developing a Position," "Teaching Public Issues: Discussion Techniques," and "Teaching Public Issues: Problems in Productive Discussion."

1. "Negro Views of America: The Legacy of Oppression"
   Case studies cover black American history from pre-Civil War days to the present. The unit focuses on the Negro's way of life, his environment, and his attitudes--and how a man's views of his environment influence his behavior. 64 pp.

2. "The Immigrant's Experience: Cultural Variety and the 'Melting Pot'"
   Why did thirty-five million people come to America between 1815 and 1919? What did they expect--and what did they find? Through detailed experiences of immigrant life, this study shows the immigrants' problems in cultural adjustment, employment, housing, social status, and political opportunity. In the process, the book provokes discussion on such issues as America's quota system, the problems caused by heavy immigration, and the controversies surrounding our immigration policies. 64 pp.

3. "Community Change: Law, Politics, and Social Attitudes"
   To what extent is a community entitled to maintain its own "way of life"? Students deal with this basic issue as they study the crisis which struck Deerfield, Illinois--a town facing prospects of sharp changes in its social makeup. The book is written to stimulate discussion of the part played by social custom in resolving local disputes. 48 pp.

4. "Colonial Kenya: Exploitation or Progress?"
   The history of Kenya during the 20th century has been an unusual mixture of technical progress, conflict, and violence. Behind

this progress and violence lie fundamental differences in the way Europeans and Kenyans view reality: the purpose and meaning of land, of work, of kinship and family, of religion and law. Cases show these clashes and the efforts of the Kenyan to cope with rapid changes in his environment. 64 pp.

5. "Religious Freedom: Minority Faiths and Majority Rule"
Cases such as a parent refusing a blood transfusion for his child on religious grounds raise an important issue for discussion: Within what limits should religious freedom be allowed, especially when it conflicts with the norms of society or with national allegiance? The book helps each student form his own value judgments on this question. 48 pp.

6. "Nazi Germany: Social Forces and Personal Responsibility"
The questions raised by the Nazi era have continuing meaning as public issues: What distinctions can be made between a people's legal and moral obligations? How much should the individual weigh his self-interest against his part in a larger community or cause? 64 pp.

Age level: high school. Order from: American Education Publications, Education Center, Columbus, Ohio 43216. Cost: 30¢ each for soft cover student edition. Teacher's guides, free. Three teacher training films, rental $6 each; order from AEP, 55 High Street, Middletown, Conn. 06457, Attention, Eric Ott. See also Part 2, # 2, 17.

a2. **THE AMERICAN EXPERIMENT** / *a model for student inquiry*

This course concerns itself with American notions of diversity. It poses open and honest questions and asks students to seek answers. What does it mean to be an American? What will it mean in the future? Is America truly pluralistic? In confronting the problems of ethnic divisions and strains within American society, students see that the definition of "American" has changed over time, that groups once suspect are now fully accepted, and that each group has modified the dominant culture in the Americanization process. Briefly, the course outline is as follows:

Unit 1 Defining America. Students define what America is and means; they conduct interviews, view films, assemble matchbox kits, construct collages, and so on, in order to confront one another with their definitions.

Unit 2 The Frontier Experience. Students consider the Indian's exclusion from America and identify its roots; the Indian's feelings are presented in an especially fine record called Desert Soliloquy in which an Indian boy talks about himself and the school on the reservation.

Unit 3 Immigration. Students examine immigration laws that define very revealingly what America calls American; there are cases studies of three ethnic groups--Irish, Jewish, Chinese.

Unit 4 Contemporary Problems. Students study the black man's experience in America, focusing not so much on black history as on problems of race relations.

This program is a joint venture of the Newton Public Schools and the Educational Development Center. The course is still being developed; approximately 18 Newton teachers will test parts of it in the fall of 1969. For information: Mr. Duncan Yaggy, EDC, 15 Mifflin Place, Cambridge 02138, 868-5800; Mr. Edward C. Martin, Social Studies Coordinator, 88 Chestnut Street, West Newton, 969-9810, x345; Mr. Cary Holmes or Mr. Michael Cohen (teachers who have worked on the course), Weeks Junior High School, 244-4740. See also Part 2, # 28.

a3. AMERICANS FROM AFRICA: A HISTORY / *a television series & newspaper condensation*

Under a grant from the Old Dominion Foundation, Central Virginia Educational Television Corporation has produced thirty 30-minute color programs on black history. These were written and are taught by Dr. Edgar Allan Toppin of Virginia State College, a nationally-known black historian, author of three books and more than 40 articles and reviews in this field. The programs, designed for high school, college, and adult audiences, are now being seen in 13 states, several of which have "adopted" them for statewide viewing.

Details about the seriesare given in the February-March newsletter of its distributor, Great Plains National Instructional Television Library, University of Nebraska, Lincoln 68508. Mr. Paul E. Few is Operations Coordinator at Great Plains. Basic rental price is $55 per film (user puts on his own tape). Tapes are available for previewing. Two teachers manuals, now undergoing revision, were also prepared.

Furthermore, Dr. Toppin has prepared a series of 15 articles condensing the materials from the 30 programs. Titled "Blacks in America: Then and Now," it is running in The Christian Science Monitor, as follows:

March 6	African Background, Prehistory to 1591
March 13	Slave Trade and Latin American Slavery, 1441-1565
March 20	Slavery in the English Colonies, 1619-1763
March 27	Afro-Americans in the Revolutionary Era, 1763-1800
April 3	Cotton Kingdom and Plantation Slavery, 1791-1860
April 10	Slave Life and Revolts, 1800-1860
April 17	North of Slavery and Black Abolitionists, 1800-1860
April 24	Slavery Issue and the Civil War, 1850-1865
May 2	Freedmen and Carpetbag Regimes, 1865-1877
May 8	Atlanta Compromise, Disenfranchisement, and Jim Crow, 1877-1900
May 15	Northward Migration and Turn-of-the Century Achievers, 1880-1910
May 22	Niagara Movement, NAACP, and World War I, 1905-1921
May 29	Harlem Renaissance and the New Deal, 1921-1940
June 5	Era of Progress: 2nd World War through Desegregation Ruling, 1941-1952
June 12	Civil Rights Revolution and New Militancy, 1955-1968

A booklet containing reprints of these articles should be availble by the end of the summer for under $2 from One Norway Street, Boston, 262-2300.

a4. **BLACK AND WHITE--THE STRUGGLE FOR IDENTITY AND POWER (formerly The Afro-American)** / *a framework to legitimize discussion of race and race relations*

Work began in November 1968 on this Educational Development Center curriculum in black-white relations. Students will identify problems in race relations, analyze their sources, and predict consequences of possible resolutions. A 6-12 week unit, this program is designed to be incorporated into secondary level social studies, history, and civics courses. Materials are being tested in six schools in the spring of 1969; they will be evaluated and revised the following fall, with commercial publication following in 1970. The director welcomes visits from persons who want to exchange ideas and information.

For information: Mr. Paul Bontemps, Director (also Jackie Shearer and Janet Thomas), EDC Social Studies Curriculum Program, 15 Mifflin Place, Cambridge 02138, 868-5800.

a5. **THE BLACK MAN IN AMERICAN SOCIETY** / *flexible lesson plans with behavioral objectives*

This immediately useful mimeographed unit was written by three teachers as a summer curriculum project. They have synthesized great quantities of information, citing references; and have presented the unit in terms of specific things students are asked to learn and do. For example, at appropriate places in the lesson sequence students are asked to prepare to debate the topic, "Resolved: Sports have been beneficial to the development of good race relations"; to write down their reactions to a "for whites only" sign over a drinking fountain at a railroad station; to define "nationalism" and discuss whether there is a conflict between "American nationalism" and "black nationalism."

Materials and lesson plans cover the following topics:

The African Heritage of the Black Man
The American Exploitation of the Black Man
The Black Man's Contribution to American Society
The Black Man's Dilemma in the White Man's World

A variety of presentations is offered: case studies, examination of primary source materials, analysis of hypothetical situations, discussion and debate. The unit also contains pre-and post-racial attitudes tests, bibliography, and reproduced source materials which are needed for student activities and difficult to find elsewhere.

Age level: primarily junior high. Authors: Mr. Quentin Sewell, Mr. George Hopkins, Mr. James Smith. Contact: Mr. Edward J. Moran, Director of Secondary Instruction, 49 Lexington Street, Framingham 01701, 872-3338. Cost: A limited number of single copies available, free. *See* also Part 2, # 9.

a6. BOSTON AREA TEACHING PROJECT / *teachers cooperate in curriculum development*

Six teachers, four from the Boston schools and two from suburban areas, make up this project--a collaborative effort to develop teaching methods and curriculum materials with social value. In the summer of 1968 the group obtained funds from the Coalition for Youth Action of the U. S. Department of Labor and worked with a junior staff of 20 black and white high school students to develop a curriculum in social identity. The students produced materials from original interviews, tapes, writings, photographs, and films, centering on three concepts: success, progress, and America as a melting pot. Many of the findings were striking. For example, leaders in Wellesley defined "success" in individual terms--having a nice home, getting the children into a good college; while leaders in Roxbury defined "success" as contributing to the advancement of the community. BATP also explored life in schools from the students' point of view: the classroom process, success in school, school as a microcosm of society. Currently the group is in the process of sifting out of their experiences the elements which have value to a wider range of situations. They have also prepared a 20-minute impressionistic slide tape of the last week of the social identity summer. As far as their time allows, they meet with teachers having similar concerns in informal workshop situations. In summer 1969 the group plans to complete the section of the social identity curriculum dealing with schools. One previous project of these teachers resulted in a Vietnam Curriculum (4 vols., paperbound) which was published by the New York Review of Books, 250 West 57 Street, New York 10019, $10.
BATP members are Sue Davenport, Joan MacGregor, Frinde Maher, Lou Palena, Walter Popper, and Adria Reich. Their office is at 94 Prescott Street, Cambridge 02138, 868-7600, x2958.

a7. CURRICULUM FOR UNDERSTANDING / *facts and references for elementary teachers*

This 53-page mimeographed booklet contains concise, usable information suitable for incoporation into elementary social studies and language arts programs. Content of the lesson is given, with reference citations for teachers and students, for the following topics:

1. African ancient kingdoms; tribal life; colonial and contemporary Africa
2. Negro role in the growth of the United States, as part of exploration and colonization to the recent history of the civil rights movement and Negroes in current news
3. Black poets: short biographies and representative poems of nine black poets whose poems are suitable for elementary children, including Phyllis Wheatley, Paul Lawrence Dunbar, Langston Hughes, Gwendolyn Brooks

The Framingham Schools reproduced the guide with the permission of its developers, the Union Free School District in Valley Stream, New York.
See also Part 2, # 8.

Contact: Miss Patricia Ellis, Director of Elementary Education, 49 Lexington Street, Framingham 01701, 872-1522.

a8. **INSTRUCTIONAL PROGRAMS** / *case studies in citizenship*

Tufts is developing several "instructional programs," or curriculum materials relating to citizenship for use at the secondary level. Instruction Program I (Dimensions of Citizenship) is of special interest. It includes three narrative case studies which serve as a focus for wider activity:

-- In "Effective Citizenship," using Upton Sinclair's The Jungle, questions are raised about participation in the political system, the role of the individual citizen, and changing the system.
-- In "Citizenship Denied," with the Diary of Anne Frank as the focus, questions about the source of human rights and the relationship of the government to the individual are asked.
-- In "Citizenship Affirmed," with The Autobiography of Frederick Douglass as a core reading, the relation of prejudice and discrimination to exercising one's citizenship rights is examined.

Sixteen Boston secondary schools are trying out this material, including among others South Boston, Roslindale, English, Dorchester, and Girls High Schools; Boston Latin School; and Shaw, Taft, and Lewis Junior High Schools. In addition, schools in Lexington, Cambridge, Walpole, and North Quincy (and others) are experimenting with sections of the curriculum.

Age level: secondary, general student. Order from: Lincoln Filene Center, Tufts University, Medford 02155; information about teacher orientation and supplementary materials, Miss Helen Werneth, 628-5000, x351. Cost: student's booklets for three case studies, 50¢ each; teachers manuals, The Jungle, $1.50 (includes student booklet); Anne Frank and Frederick Douglass, 50¢ each (without student booklet).

a9. **INTERGROUP RELATIONS: A RESOURCE HANDBOOK** / *from a state education agency*

Three resource handbooks for elementary and secondary teachers have been prepared by the Division of Intercultural Relations of the New York State Education Department. "Intergroup Relations: A Resource Handbook for Elementary School Teachers, Grades K-3" (and, "...Grades 4, 5, 6") contain ideas for classroom activities that give children information about black Americans through various subject areas through the school year. "Intergroup Relations: A Resource Handbook for 12th Grade Social Studies" contains similar information but is limited to social studies.

Grades K-2 (40 pp.) and Grades 4-5-6 (48 pp.) are available now; 12th grade social studies (56 pp.) is being reprinted and will be available at a later date. Order from: Division of Intercultural Relations, Room 330, State Education Department, Education Building, Albany, New York 12224. Cost: 50¢ each.

a10. **THE INTERGROUP RELATIONS CURRICULUM** / *mini-lessons precede two units*

Development of this curriculum at Tufts University under John S. Gibson was funded by grants from various sources, including the U. S. Office of Education. The basic framework emphasizes the "governing process"--how man lives in a system where he shifts from being the ruler to being the ruled, how he adapts to these several roles, and how he can affect

the policies of such a system. The curriculum itself is very flexible, consisting of 20 "preceding" learning activities, or mini-lessons, which apply not only to social studies but also to other fields. The learning activity on poverty can also be used in math class for its budgetary elements; the activity on skin color can be spliced in with science; several have art projects. The two full units are on American Indians and on the Declaration of Independence. Learning activities and the two units are in Vol. II (543 pages), while the conceptual and research bases are found in Vol. I (224 pages). Seminars for informing and training teachers can be arranged.

Vols. I and II are an expansion and revision of the earlier Race and Culture in America. Among the schools or individuals working with the materials in Massachusetts are:

Brookline: Joan Tieman, Driscoll School; John Robinson, Director of Social Studies
Cambridge: Mrs. Rosalind Volpe, Miss Jeannette Ayoub, Fletcher School; Mrs. Elizabeth Boyce, Director of Social Studies
Hingham: Eldon Rosenberger, Foster School
Lexington: Mr. William Terris, Hancock School; Mrs. Barbara Anderson, Estabrook School
Medford: Mrs. Quinlan, Columbus School
Newton: Mrs. John Hilbert, Franklin School
Westwood: Mary Pender, Downing School; Phyllis Francis, Westwood Elementary School

We have reports also that teachers in Arlington, Boxford, Danvers, Kingston, North Pembroke, Topsfield, and Winchester are working with the program in some way.

Age level: elementary. Order from: Lincoln Filene Center, Tufts University, Medford, Mass. 02155; for information about teacher training and supplementary materials, Miss Damaris Ames, 628-5000, x351. Cost: Two volumes, The Intergroup Relations Curriculum, $5.00 paperbound.

a11. THE NEGRO AMERICAN / *curriculum materials in flexible format*

Another set of black history materials from EDC provides students with paperbound pamphlets that come punched for 3-hole binders. Emphasis is on primary sources: letters from slave owners to their overseers, memorials of a southern planter, writings of escaped slaves, photographs of black abolitionists, samples of South Carolina election materials, photographs of "Colored Entrance" Jim Crow signs, and so on. Major units are: I. African Backgrounds; II. What Was Slavery Like?; III. North of Slavery: The Free Negro; IV. The Emancipation Proclamation --Free by '63!; V. Mr. Speaker!--the 14th and 15th Amendments; VI. South Carolina--a Case Study in Reconstruction and Reaction; VII. The Southern System--A Victory for Jim Crow.

Negotiations are currently underway for these materials to be commercially printed. For information: Mr. Paul Bontemps, EDC, 15 Mifflin Place, Cambridge 02138, 868-5800.

a12. ONE NATION, INDIVISIBLE? / *a television film series*

In May 1968 a million and a half secondary students watched this five-day course on racial conflict in America. Part of an experiment in nationwide instructional television prepared by the Educational Development Center, the programs were shown by seventy-eight educational television stations. The series included three hour-long preliminary training films and a handbook for teachers, as well as the five half-hour films and a booklet for students. The films and student workbook tell the personal stories of six people intimately involved in America's racial problems. Negotiations are currently underway, but not yet completed, for commercial distribution of the television programs for school use. Titles starred are available from other sources (see Part 4b). The series included:

*1. "New Mood," for the N.E.T. series "History of the Negro People" (b35)
*2. "The Tenement," C.B.S.; "Losing Just the Same," N.E.T. Journal (b49, b41)
3. "The Weapons of Gordon Parks," Forma Associates
*4. Interviews from "Walk in my Shoes," B.A.C. (b51); "Still a Brother" and "Inside the Negro Middle Class," N.E.T. Journal; and "Where Is Prejudice?"

School level: secondary. Order teacher handbook and student booklets (useful even without films), titled "Black and White: Six Stories from a Troubled Time," from the Librarian, Educational Development Center, 15 Mifflin Place, Cambridge, Mass. 02138, 868-5800. Classroom sets are free as long as they last; contact: Astrid Dodds, EDC, 868-5800.

a13. SUNSHINE / *simulation game*

"Sunshine" is an educational simulation game which allows students to assume imaginary identities as residents of a town called Sunshine. The five-week unit was developed and tested extensively by four California teachers. The fundamental basis of the game is explained in an article by one of the teachers, Paul de Kock, titled "Simulations and Changes in Racial Attitudes," Social Education, February 1969, (Vol. 33, No. 2). He details five levels of learning:

Receiving: Students read, listen, observe, interact.
Responding: Students question, discuss, introspect, write, respond emotionally.
Valuing: Students examine, evaluate, commit themselves, argue, act upon conviction, join a group, try to convince others.
Organizing: Students face situations calling for a value judgment, make decisions, solve problems.
Characterizing: Students regularly reveal commitment on issues, are considered predictable on certain values.

The climax of the unit concerns a decision about integrating Sunshine's high school. See also Part 2, # 12, for more information. Order from: Interact, Box 262, Lakeside, California. Cost: Under $40.

b. Media: Films, Filmstrips and Records

Films and filmstrips in the following sections have been classified according to their content:

1. Prejudice and Race Relations
2. American Cultural Diversity
3. Black History
4. Other Social Issues

Titles listed are only samples of the many that are available. They have been coded according to where they can be obtained locally.

COOP *Massachusetts Department of Education*
Audio-Visual Office, 182 Tremont, Boston 02111 / 727-5788
Your local school district may belong to the film cooperative administered by this office, and so be entitled to rent films at a discount. For information about the cooperative or about films to meet a special need, contact Mr. Joseph Dube in this office. Write also for copies of the Commonwealth's film catalogue, Films for Instruction, and for the 1968-69 Supplement, free.

ADL *Anti-Defamation League of B'nai B'rith*
New England Regional Office, 72 Franklin Street, Suite 504
Boston 02110 / 542-4977
Many resources are available here: films, filmstrips, recordings, books, reprints, pamphlets. Write for a 1968-69 Catalogue of Audio-Visual Materials and Publications '67-'68; also for two special folders which list selected materials on Human Relations and The Negro Experience. Although most materials are suited for older students, there are resources here for elementary children as well.

BPL *Boston Public Library and the Eastern Regional Public Library System*
Copley Square, Boston 02116 / 536-5400, x208
In addition to books, films and filmstrips can be rented here. A recent listing included 42 titles appropriate to minorities in the curriculum. A 92-page catalogue with annotated listings and rental information is available for $1.50. They welcome inquiries and requests for help.

BU *Boston University, Krasker Memorial Film Library*
School of Education, 765 Commonwealth Avenue, Boston 02215
Booking office: 353-3272, 353-3278, 353-3247
A 296-page catalogue with annotated film listings, subject matter outlines, indices, and rental information is available.

WEST *Western Regional Public Library System*
220 State Street, Springfield 01103, Mr. John Carey, Director
Booking office: 413-739-2152, x37
Film loan service for general public, non-classroom use.

Note: Check also with your local school audio-visual office or coordinator.

For Boston teachers: Audio and Visual Instruction Department
Mr. John S. Dooley, Director
283 Hyde Park Avenue, Jamaica Plain / 524-4710

For Springfield teachers: Mr. Earl McDowell, Supervisor
195 State Street / 733-2123

1. PREJUDICE AND RACE RELATIONS

b1. **ABOUT PEOPLE.** This cartoon shows the origin of different peoples and the changes that result from environment. Scientific facts are related with humor and simplicity. Filmstrip/63 color frames/ADL.

b2. **AN AMERICAN GIRL.** The story of an American teenager who is mistakenly believed to be Jewish by her friends and neighbors. The particular incident is based on an actual event revolves around anti-Semitism, but the story is basically concerned with irrational prejudice. Film/ 29 1/2 minutes/black and white/ADL, WEST

b3. **BOUNDARY LINES.** Explores various imaginary boundary lines that divide people from each other--and shows that such lines have no true basis in reality. Unusual use of color cartoon, art, and music. Discussion guide. Color film/11 1/2 minutes/ junior-senior high/BPL, ADL

b4. **BROTHERHOOD OF MAN.** This animated cartoon suggests that the differences between races are superficial, accidental, and impartial; that people are essentially alike. Color film/10 minutes/junior-senior high/BPL,ADL

b5. **CAN WE IMMUNIZE AGAINST PREJUDICE?** Three sets of parents use different methods to prevent prejudice in their children. When racial and religious bias develops nevertheless, the film asks where the parents have failed. A good audience participation film, since it provides a "stop the projector" technique, at which point audience discussions can take place. Black and white film/6 1/2 minutes/ADL

b6. **CAST THE FIRST STONE.** Documentary which interviews Americans whose lives have been affected by prejudice and discrimination. Negroes in Los Angeles and Chicago, Jews in Detroit, Puerto Ricans in New York, Mexicans,

Japanese, and Chinese in the Midwest, describe their experiences. Discussion guide. Black and white film/42 minutes/ADL

b7. **COLOR OF MAN.** Animated drawings and live-action photography illustrate the reasons for color differences. Color film/10 minutes/all ages/ COOP, BPL

b8. **EXPLODING THE MYTHS OF PREJUDICE.** Points out that all human beings are basically alike and that prejudices are the learned result of an individual and social environment. Many organizations, museums, and societies provided visual and research materials for this production. Complete transcript for the teacher. 2 filmstrips and 2 records/all ages/BU (Warren Schloat Productions, Pleasantville, N. Y. 10570)

b9. **I WONDER WHY.** A visual description of a black child's feelings about prejudice, based on a photographic book of the same title by Shirley Burden. Black and white film/5 minutes/all ages/ADL, COOP, WEST

b10. **NO MAN IS AN ISLAND.** The story of two men, one black and one white, who encounter difficulties when they try to maintain their army friendship in civilian life. Black and white film/29 minutes/senior high-adults/ BPL, COOP

b11. **PICTURE IN YOUR MIND. Sequel to Boundary Lines.** Imaginative cartoon which shows tribal roots of prejudice and asks each individual to re-examine his conscience to see if his mental picture of the man "across the river" is realistic or distorted. Effective use of color, music, and the spoken word. Color film/16 minutes/secondary/ADL, BPL, WEST

b12. **TO LIVE TOGETHER.** The difficulties encountered and experiences shared by children at an interracial summer camp. The film shows that to learn democracy, children must have a chance to live it. Black and white film/ 34 minutes/ADL

b13. **UNLEARNING PREJUDICE.** A kinescope from the NBC "Open Mind" series; panel discussion on the topic. Black and white film/29 minutes/senior high-adults/ADL

2. AMERICAN CULTURAL DIVERSITY

b14. **AMERICA THE MELTING POT.** The social and economic consequences of assimilation of immigrants into American culture. Black and white film/ 15 minutes/secondary/COOP

b15. **THE INHERITANCE.** A film on the subject of the migration of millions of people from all corners of the world to America. Through the use of historic film footage and dramatic still photographs, viewers live through the social, economic, and cultural changes which marked the immigrants' early years in this country. There is a strong emphasis on the development of the trade union movement which finds a parallel in today's struggle for civil rights and equal opportunity. Black and white film/35 minutes/secondary/ADL

b16. **LAND OF IMMIGRANTS.** Discusses our different national origins, when different people came and why, and tolerance. Animated color film/ 16 minutes/elementary-junior high/COOP

b17. **LITTLE SONGS ON BIG SUBJECTS: IT COULD BE A WONDERFUL WORLD.** Folksingers Leon Bibb and Ronnie Gilbert sing fourteen one-minute jingles on democracy. Record/12", 33 1/3 rpm/elementary/ADL

b18. **MINORITIES HAVE MADE AMERICA GREAT.** Photographs, paintings, drawings, and prints trace the history of a particular group in America--Jews, Italians, Germans, Irish, Negroes--from immigration to acculturation. The series reveals the many problems faced by each minority and recounts its group and individual contributions to the fabric of American life. 6 color filmstrips and 6 records/all levels/BPL (Warren Schloat Productions; see b8.)

b19. **ONE PEOPLE.** This cartoon depicts the contributions of nationality groups to our American culture. Color film/10 1/2 minutes/elementary/ ADL

b20. **THE REVOLUTIONARY PERIOD, 1770-1790.** Records persons and events, including some hiterto unknown Negroes; reveals how independence was won by teamwork of people from many different lands. Teacher's manual and script included. Color filmstrip/32 frames/BU

b21. **SING A SONG OF FRIENDSHIP.** Animated cartoons presenting basic concepts of democracy. "Bouncing ball" technique encourages audience participation. Two 10-minute color films/elementary/ADL

b22. **VOYAGE TO AMERICA.** The contributions made by each immigrant group to the building of America are portrayed in this film. Historical prints, archive photographs and newsreel footage are used to illustrate 350 years of immigration, from the early settlers to the survivors of Hitler's holocaust. "Voyage to America" was produced by the U. S. Department of Commerce and shown at the New York World's Fair. Black and white film/ 12 minutes/ADL

b23. **WHO BUILT AMERICA?** American history through folksongs. Folkways Record/BU

3. BLACK HISTORY

b24. **EPITAPH FOR JIM CROW.** Five films, which can be used as a series or independently, that focus on the history of the black American. Dr. Thomas Pettigrew of Harvard University is host-narrator. **14th Generation Americans,** the history of the Negro American and contributions by Negroes to all aspects of American life; **Face to Face,** the problems of bringing diverse groups together and the value of various kinds of contact in actually bettering intergroup relations; **A Tale of Two Ladies,** a review of the history of Negro protest against racial discrimination; **The Newest New Negro,** the meaning and value of the newest forms of direct-action protest against segregation are discussed with Whitney Young,

Director of the National Urban League; **Conformity and the Crutch,** differences between pathological bigotry and bigotry arising out of social conformity are discussed in the light of recent sociological research. 5 black and white, 30 minute films/secondary/ADL, COOP, BU

b25. **FREDERICK DOUGLASS.** A "Profiles in Courage" episode, this is the story of an escaped slave who risked his life to speak and write for the abolition movement, living in New Bedford. Black and white film/ 2 reels, 25 minutes each/BPL, WEST

b26. **FREE AT LAST.** Traces the history of the American Negro from emancipation to the end of World War II. Presents the views of four major Negro figures: Frederick Douglass, Booker T. Washington, W. E. B. DuBois, and Marcus Garvey. Discusses the depression, World War II, and the end of the so-called Negro renaissance of the twenties. Film/30 minutes/BU

b27. **HARRIET TUBMAN AND THE UNDERGROUND RAILROAD.** The story of an escaped slave who became involved in the underground railroad carrying fleeing slaves to freedom in the North between 1850 and 1860. Film (2 parts)/ 54 minutes/BU, BPL, WEST

b28. **HERITAGE OF THE NEGRO.** Host Ossie Davis examines the civilization and the achievements of ancient Africa and their significance to the American Negro today. Emphasizing that African history as recorded by white historians has traditionally ignored the old civilizations of Africa below the Sahara, the film explores this little-known past through the art, sculpture, and present-day pageantry which reflect the old cultures. Film/30 minutes/BU

b29. **THE HISTORY OF THE AMERICAN NEGRO.** (McGraw-Hill filmstrips) These describe the problems historically faced by blacks and the contributions they have made to the larger society. Titles are *From Africa to America, Slavery in the Young American Republic, Slavery in "A House Divided," The Negro in Civil War and Reconstruction, The Negro in the Gilded Age, The Negro Faces the Twentieth Century, The Negro Fight for the "Four Freedoms," and "The Threshold of Equality.* 8 filmstrips/average length 38 frames/COOP (McGraw-Hill, 330 West 42nd Street, New York 10036)

b30. **HISTORY OF THE NEGRO IN AMERICA.** These three films cover the entire span of black history in America. The black man is shown as slave and freedman, worker and farmer, runaway and abolitionist, soldier, scholar, artist, political leader, scientist, etc. Titles include *Out of Slavery (1619-1860), Civil War and Reconstruction (1861-1877), and Freedom Movement (1877-today).* 3 black and white films/20 minutes each/BPL, COOP, WEST

b31. **HOUSE ON CEDAR HILL.** A film biography of Frederick Douglass. Black and white film/25 minutes/BPL

b32. **IN WHITE AMERICA.** This recording tells the history of the Negro in the United States since the first slave ship arrived to the present day. Narration is composed entirely of authentic documents presented as originally written or spoken. It was originally produced as an off-Broadway play. Columbia Record/BU

b33. **THE INVISIBLE EMPIRE: KU KLUX KLAN.** This "CBS Reports" film traces the history of the Klan and its resurgence at every point where strides have been made in Civil Rights. Filmed sequences of an actual Klan meeting, footage of a Klan rally and cross-burning held in Ohio, and interview with Klansmen reveal the savagery of this organization whose goal is the total violation of the rights of minority groups. Black and white film/45 minutes/ADL

b34. **JOHN BROWN'S BODY.** Original soundtrack recording of the ADL and CBS-TV adaptation of Stephen Vincent Benet's Pulitzer-Prize winning poem. 43-minute recording/senior high-adults/ADL

b35. **NEW MOOD.** Reviewing historical moments in the civil rights struggle of the last decade, the "New Mood" traces the impact of the new Negro militancy on both Negro and white Americans in the years since the momentous Supreme Court school decision of 1954. Included is film coverage showing Martin Luther King, Malcolm X, Medgar Evers, and Presidents Kennedy and Johnson. Film/30 minutes/BU, WEST

b36. **NOW IS THE TIME.** This film, starring Ruby Dee and Ossie Davis, recreates through the words of black poets and writers the long, slow struggle from slavery toward equal rights. Included are works by James Baldwin, Countee Cullen, Langston Hughes; statements of black civil rights leaders; and music--spirituals, blues, jazz--set against photographs and film sequences. Black and white film/32 minutes/ADL

b37. **SLAVERY.** This dramatic-choral work starring Ossie Davis and Ruby Dee is a portrait of life under slavery. Based on testimony of former slaves and their vivid memory of the South during slavery, it depicts slavery and examines the tragic and sometimes humorous experiences in the old South. Film/30 minutes/BU

4. OTHER SOCIAL ISSUES

b38. **ANGRY NEGRO.** In this film the leaders of debate within the Negro community express varied opinions as to the way the Negro should go in his search for equality. Interviews are presented with: Elijah Muhammad of the Black Muslims; Daniel Watts, editor of Liberator magazine; Jimmy Garret from the Congress of Racial Equality; Fannie Lou Hamer, one of the founders of the Mississippi Freedom Democratic Party; Julian Bond of the Student Non-Violent Coordinating Committee; John Lewis, co-founder of SNCC; Andrew Young of the Southern Christian Leadership Conference; Bill Epton, candidate from the Progressive Labor Party. "Freedom Now!" is the one ideal on which both moderate and radical Negroes are agreed. N.E.T. black and white film/30 minutes/BU

b39. **I HAVE A DREAM--THE LIFE OF MARTIN LUTHER KING.** This CBS film was shown on Public Broadcast Laboratory after Dr. King's assassination. Film/55 minutes/COOP, WEST

b40. **LAY MY BURDEN DOWN.** Documents the economic and educational plight of the Negro tenant farmers of the southern United States whose average earnings are less than $1,000 a year. In spite of arduous work in the fields the tenant farmer can provide his family with only the most meagre existence and is constantly in debt to the white land-owner. His children cannot escape, because the schools for them are dilapidated and inadequately equipped. His only hope is the recently-obtained right to vote. N.E.T. black and white film/60 minutes/BU

b41. **LOSING JUST THE SAME.** The hope and despair of the Negroes in urban America are illustrated through the life of a single Negro family. The mother is supporting ten children on welfare checks and in spite of the poverty of her surroundings dreams of her children's success. Her 17-year-old son drops out of school and obtains a job in order to fulfill his dream of owning a fine car. The dreams of both mother and son are shattered when the boy is accused of arson and sent to jail. Black and white film/60 minutes/BU

b42. **MAN AND HIS RESOURCES.** Is one-third of the world holding out on the other two-thirds? What is the responsibility of the "haves" toward the "have-nots"? Here is an examination of the meaning of the Universal Declaration of Human Rights in terms of the basic raw material of existence. Black and white film/28 minutes/junior high-adults/COOP

b43. **NIGERIA--A SCHOOL FOR JACOB.** Jacob Ajobola is an eleven-year-old Nigerian boy typical of the young African today who has ambition yet lacks the education necessary to find his own place in the world. Contrasting Jacob with a boy in Appalachia with similar aspirations, this film raises the question: can U. S. taxpayers afford to educate both Americans and those abroad who are in need? N.E.T. film/30 minutes/BU

b44. **NO HIDING PLACE.** A dramatic and honest portrayal of the events that occur in white suburbia when a Negro family moves in. Discussion guide. N.E.T. black and white film/50 minutes/ADL, BU, BPL

b45. **NO HIDING PLACE: MINORITY LIFE IN THE SUBURBS.** A documentary which probes the racial tensions in a suburban town. A minority of black and white residents who "dare to trust each other" seek to establish meaningful communication. Black and white film/58 minutes/ADL

b46. **OUR COUNTRY, TOO.** Examines the inner world of the American Negro--his values, attitudes, and impressions of life. Camera visit an African rite in Harlem; a Negro debutante ball; the New York experimental social welfare group, HARYOU-ACT; a Negro newspaper; a Negro radio station; and other aspects of life in the American Negro community. The sound track includes excerpts from hundreds of interviews conducted by the producer over a two-year period. Black and white film/30 minutes/BU

b47. **REVOLUTION IN THE COLONIAL WORLD.** Discusses the revolution that has taken place in the colonial world and the present conflict between the remaining colonial powers of the West and the newly independent countries of Asia and Africa. N.E.T. black and white film/29 minutes/BU

b48. **SOUTH AFRICAN ESSAY: FRUIT OF FEAR.** Documents and contrasts the two societies existing in South Africa today--the black majority and the ruling white minority. N.E.T. film/59 minutes/BU

b49. **THE TENEMENT.** Based on a "CBS Reports" documentary, filmed over a period of many months, members of nine families living in a slum on Chicago's South Side tell their own stories--a searing testimony to the contagion of hopelessness and despair. Black and white film/40 minutes/ADL

b50. **THAT'S WHERE I'M AT.** A camera tour through Roxbury, Massachusetts, provides childhood memories for a black painter who tells what it's like to grow up in a black metropolitan ghetto. Black and white film/ 17 minutes/mature high school-adults/BPL, COOP

b51. **WALK IN MY SHOES.** Black America speaks in many voices for and against more rapid integration, for and against the Black Muslims, Martin Luther King, the Freedom Riders. Black America speaks, but is never completely accepted in the mainstream of American life. Black and white film/ 54 minutes/senior high-adults/BPL, COOP

c. More Media: Television, Periodicals and Newspapers

1. TELEVISION

c1. EDUCATIONAL TELEVISION--WGBH, WGBX. The WGBH Program Guide describes programs on these two channels as well as on the 21-Inch Classroom (programs aimed towards children in school). Series like "N.E.T. Journal," "N.E.T. Playhouse," and "N.E.T. Festival" often have individual programs of great interest. There are also special sequences like "On Being Black" (produced for CBS by WGBH), or "Say, Brother," a locally black produced, black oriented weekly program seen Thursdays at 8:30 p.m. A $15 donation entitles one to receive the Program Guide for a year. Write WGBH, 125 Western Avenue, Boston 02134 (868-3800).

To trace a particular program to its source for later use, call the WGBH Programming Department; Michael Ambrusino is Programming Manager. It is helpful if you know the title of the program and the date it was shown. The Boston University Film Library (see Section 4b) carries many N.E.T. programs.

The 21-Inch Classroom Program Guide is sent to member school systems. The Bureau of Curriculum Innovation also has a limited supply available on request. Further information can be obtained from Mrs. Elizabeth Gude, Assistant Director, the 21-Inch Classroom, 120 Boylston Street, Boston 02116, LI 2-2414.

c2. AMERICANS FROM AFRICA: A HISTORY is a 30-program television series on black history. It is described further in Part 4, #a3.

c3. ONE NATION, INDIVISIBLE? is a television series described further in Part 4, #a12.

c4. COMMERCIAL TELEVISION is also an instructional resource in the sense that it mirrors--or mirrors selectively--the larger society. A few programs that have black or other ethnically identified principals are:

Julia, Diahann Carrol; NBC-4/Tuesday/8:30 p.m.
Mission Impossible, Greg Morris (Willy); CBS-5/Sunday/10:00 p.m.
Hogan's Heroes, Robert Cleary (LeBeau), Ivan Dixon (Kinchloe); CBS-5/Saturday/9:00 p.m.
I Spy, Bill Cosby (Scott); ABC-7,9/Thursday/10:00 p.m.

c5. **DISTRIBUTION AGENCIES FOR TELEVISION FILMS.** Several are listed below. In each case, catalogues and rental information are available on request.

1. *N.E.T. Film Service,* Indiana University, Bloomington, Indiana 47401. Their collection includes such items as "History of the Negro People" series (30 minutes each/black and white/$125 per reel) and "Color Us Black," (black and white/60 minutes/$250; rental $10.15); the latter covers the black man's struggle for his own identity from the point of view of Negro students at predominantly black Howard University.

2. *National Instructional Television Center (NITC),* 317 East Second Street, Bloomington, Indiana.

3. *National Film Board of Canada,* P.O. Box 6100, Montreal, Quebec.

2. *PERIODICALS*

Scholarly and teacher-oriented periodicals are indexed in Education Index; popular national magazines and Senior Scholastic are indexed in the Readers' Guide to Periodical Literature.

c6. **EDUCATIONAL MAGAZINES FOR STUDENTS**

1. *Scope* is a high interest, upper-elementary reading level magazine for teenagers which incorporates the experiences of both blacks and whites. In appearance it resembles a commercial teenage magazine; but it contains case studies to discuss, plays to read aloud, photographs to write about, and so on. Content emphasis is urban, but rural America is not neglected. It has had special issues, such as "Prejudice--the Invisible Wall."

2. *Senior Scholastic* is a weekly source of information and current news that often has relevant articles. "The Negro in United States History" was a special issue on January 18, 1968 (Vol. 91, No. 14). A continuing series, "History and the Black American," appeared weekly from September 13, 1968, to February 14, 1969. The March 7 and March 14, 1969, issues had articles on minority groups in America.

3. *The Scholastic Teacher* frequently has special articles like the following:
   "What Parents Can Do: The New School for Children, Roxbury, Mass.; November 1, 1968
   "Readings in Afro-American History," November 22, 1968
   "Minority Groups: Teach About Us," November 15, 1968
   "NCTE (National Council of Teachers of English) Focus: Relevancy and Racism," January 10, 1969

Scope, Senior Scholastic, and *The Scholastic Teacher* are available from Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, N.J. 07632. Cost: $1.65 per student per year. *The Scholastic Teacher* is free.

4. *Urban World* is a classroom magazine about the youth of the urban world and the problems they face. It has been planned for use in civics, sociology, or U. S. history courses; a teacher's edition announces major features in advance so that teachers can incorporate them into appropriate lesson plans. American Education Publishers, Columbus, Ohio 43216. Bi-monthly. 12 pp. Cost: $1.50 per student per year; 75¢ per semester.

c7. SPECIAL ISSUES OF POPULAR NATIONAL PERIODICALS

1. "Search for a Black Past," a 4-part series on black American history from slavery to the present. *Life*, November 22 and 29, December 6 and 13, 1968.

2. "The Blacks and the Whites," a special issue of *Look*, including "Black America's African Heritage," "Who Am I?" (ghetto students search for answers in black Africa), "Black-White: Can We Bridge the Gap?", "The Young View--'I'm Black!'" January 7, 1969.

3. "The Negro in America, What Must Be Done, A Program for Action." *Newsweek*, November 20, 1967. *Newsweek* reprinted this special section and distributed copies free of charge as long as they lasted, but this supply is now exhausted. Back copies of the entire issue are available at 50¢ each from Renee Finkelstein, Subscriber Service, 444 Madison Avenue, New York.

c8. ETHNIC COMMUNITY PERIODICALS

1. *Ebony*. A popular magazine similar in format to *Life* but presenting the black American scene. Johnson Publishing Co., 1820 South Michigan Avenue, Chicago, Illinois 60616. Monthly. 60¢, $5/year.

2. *Jet*. A weekly pocket size news magazine oriented toward black Americans. Johnson Publishing Co. (see above) 25¢/single copy, $8.50/year.

3. *Negro Digest*. A popular magazine similar in format to *Reader's Digest*. Johnson Publishing Co. (see above) 35¢/single copy, $4/year.

4. *San Juan Review*. Puerto Rico's English-language month magazine of good quality. San Juan Review Publishing Corporation, Box 2689, San Juan, P. R. 00903. $4/year.

c9. SCHOLARLY PERIODICALS FOR TEACHERS

1. *Integrated Education*. Articles on school integration and related topics; suggestions for pre-service and inservice programs for teachers. Each issue contains current bibliographic material. This magazine was started in 1963 by seven classroom teachers in Chicago. Originally they intended to reprint articles from other magazines. When they found none to reprint, they developed the periodical into

a forum for news, analysis, research, and ideas. Order from Integrated Education Associates, 343 South Dearborn Street, Chicago, Illinois 60604. Bi-monthly. $4/year.

2. *Journal of Negro History.* Scholarly articles on various aspects of Negro history and culture; some emphasize the African heritage and the problems of developing nations. Order from Association for the Study of Negro Life and History, Inc., 1538 Ninth Street, N.W., Washington, D.C. Quarterly. $6/year.

. *Negro History Bulletin.* A magazine, not a journal, to "promote an appreciation of the life and history of the Negro, to encourage an understanding of his present status, to enrich the promise of the future." Order from Association for the Study of Negro Life and History, Subscription and Advertising Dept., 1538 Ninth Street, N.W., Washington, D.C. 50¢/single copy, $3/year (8 issues).

c10. **BLACK COMMUNITY NEWSPAPERS**

1. *Bay State Banner,* published Thursdays. Offices at 25 Ruggles Street, Roxbury, Mass. 02119. Subscriptions $3/year in Boston, $5 elsewhere. Presents a balanced view; records the accomplishments of minority group members and organizations, especially in the Boston area.

2. *New York Amsterdam News.* Called "The Amsterdam," this is the community newspaper for America's largest black community, Harlem. It is 60 years old, has a circulation of 85,000, and is a mixture of many ideas and styles, often contradictory. Published weekly. Offices at 2340 Eighth Avenue, New York 10027. 20¢ single issue outside New York, $7/year.

c11. **BLACKS IN AMERICA: THEN AND NOW** is the title of a weekly series running in *The Christian Science Monitor* from March 6 through June 12, 1969. It is fully described in Part 4, #a3.

d. Textbooks and Publishers

1. CRITICAL EVALUATIONS

d1. A HARD LOOK AT SOCIAL STUDIES TEXTBOOKS

This is a special feature in the March 1969 issue of Social Education. Among the ten articles included are: "Should NCSS (National Council for the Social Studies) Evaluate Textbooks?," "Textbooks and Negro History," "Dilemmas of a Textbook Writer." The section "Sources and Resources" includes several references in its quasi-bibliography which deal with textbooks and minorities, such as "Singin' and Dancin' on the Levee: Segregated Schools, Integrated Textbooks, and the Invisible Negro" (NEA), and "The Indian in American History Textbooks," (Integrated Education, Issue 33, May-June 1968, pp. 16-32). Back copies may be ordered for $1 from Social Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

d2. THE FRACTURED IMAGE--DISTORTIONS IN CHILDREN'S HISTORY BOOKS

A thoughtful discussion of this topic by Milton Meltzer, with good references. School Library Journal, October 1968, pp. 107-111.

d3. THE NEGRO IN MODERN AMERICAN HISTORY TEXTBOOKS

This study by Irving Sloan, a teacher at Scarsdale Junior High School in Scarsdale, New York, is one of the best critiques of history textbooks. It was published by the American Federation of Teachers under their research grant program. Sloan suggests some standards for judging how accurately a particular text represents the Negro role in American history. He feels that an adequate text should convey the following(pp. 7,8):

1. That the Negroes who first arrived in English America came as indentured servants, not as slaves. This at least suggests to the student that it was not an inherent racial inferiority which explains why Negroes became slaves. Unfortunately, only one text [of those examined] indicates that the first Negroes were here with the Spanish explorers, so that their presence in America precedes the English colonists.

2. That slavery as an institution was degrading to masters and slaves alike. A few of the texts, however, still cling to the romanticized versions of the happy slave life.

3. That the abolition movement was not just a white movement. No text gives enough attention to the participation of Negroes in this struggle for their freedom.

4. That Negroes made significant contributions to the wars fought by the United States. While most texts mention the fall of Crispus Attucks in the Boston Massacre, and the number of Negroes who fought in the Civil War, rarely do any of them give this adequate discussion.

5. That between Reconstruction and the 1954 Supreme Court decision, the American Negro did not "disappear." In analysis after analysis of the texts, the reader will find the statement that after Reconstruction "200-300 pages pass before we get a reference to the Negro." This is why whites do not always "see" Negroes. As Ralph Ellison put it, they are "invisible." And the reason they are unseen is that they are left out from such a large part of American history. In most of the texts it can be said that the Negro is considered only as a slave before the Civil War and a problem since the Civil War.

6. That the Civil Rights movement should not be explained only in the light of this 1954 decision and the 1964 Civil Rights Act. Very few of the texts included in this study trace the economic, social, and political abuses endured by the Negro in both the North and the South through the long years of his "emancipation."

Applying this standard, Sloan evaluates thirteen popular junior and senior high school textbooks: *The Adventure of the American People* (shs), *The American Adventure* (shs), *The Growth of America* (jhs), *History of Our Republic* (shs), *Land of the Free* (jhs), *The Making of Modern America* (shs), *Our American Republic* (shs), *Our Nation from Its Creation* (shs), *The Rise of the American Nation* (shs), *The Story of Our Country* (jhs), *Story of the American Nation* (jhs), *This Is America's Story* (jhs), *United States History* (shs).

Order from: American Federation of Teachers, 1012 14th Street, N.W., Washington, D.C. 20005. 1967 edition, 95 pages. Single copy, $1.

d4. TREATMENT OF RACIAL AND CULTURAL DIVERSITY IN ELEMENTARY SCHOOL SOCIAL STUDIES TEXTBOOKS, The Development of Instructional Material Pertaining to Race and Culture in America.

This report on elementary texts was prepared for the Lincoln Filene Center, Tufts University. It is available through ERIC (the Department Library and OE, JFK Building both have these microfiche collections) as Cooperative Research Project No. H-199, 1966. More information about this report is available from its compiler, then Astrid Anderson, now Mrs. Dodds. She can be reached at EDC, 15 Mifflin Place, Cambridge 02138, 868-5800.

d5. URBAN EDUCATION: INSTRUCTIONAL MATERIALS AND THE NEW AGE OF LEARNING,

These are the Proceedings of the Joint Conference of the American Educational Publishers Institute and the Research Council of the Great Cities Program for School Improvement, Dec. 4-6, 1968, in Philadelphia. The booklet is a collection of papers which define the central issues at a conference of executive personnel from nearly 60 major publishing firms and educational leaders and school board members from the Great Cities. Papers include "Publishing for a Pluralistic Society," "Textbooks for a Changing Society," "Textbooks--Guardians of Our Heritage." 42 pp. paperbound; no price given. Published by American Educational Publishers Institute, 432 Park Avenue South, New York, New York 10016.

2. *LIST OF PUBLISHERS AND TITLES*

Please note that this listing is suggestive rather than exhaustive; included is most information that was reported to us in the survey or mentioned in the annotated bibliographies in Section 4e. The American Educational Publishers Institute (see above) is preparing a similar listing. Copies will be available to the general public at no cost by July 1969. *Bibliography of Multi-Ethnic Textbooks and Supplementary Materials* is available from the National Education Association, Civil and Human Rights Commission, 1201 16th Street N.W., Washington, D.C. See also *Critical Bibliography, Multi-Ethnic Materials,* #e9.

d6. AFRO-AMERICAN PUBLISHING COMPANY
1727 South Indiana Avenue, Chicago, Illinois 60616

JHS-ADULT Multi-Media Kit, U. S. History. Features famous Negro Americans, includes 6 color filmstrips, 3 lp records, 1 illustrated book, *Great Negroes Past and Present,* 3 picture-display portfolios, 6 overhead transparencies.

d7. ASSOCIATED PUBLISHERS, INC.
29 East Tenth Street, New York, New York 10003

K-3 *The Child's Story of the Negro; Great American Negroes in Verse*
4-6 *African Heroes and Heroines*
JHS *Negro Makers of History; Negro History in Thirteen Plays*
SHS *Story of the Negro Retold*

d8. BENEFIC PRESS
Becklay-Cardy Company, 10300 W. Roosevelt Rd., Westchester, Ill. 60153

4-JHS *How Immigrants Contribute to Our Culture; How People Live in Africa*
6-9 The Progress of the Afro-American (reading level 5-8). Features extensive use of original documents, detailed questions on the use of historical methods, chapter end material for discussion, etc. Hardcover.

d9. BENZIGER BROTHERS, INC.
7 East 51 Street, New York, New York 10022

JHS *Land of the Free*
SHS Scope Series

d10. CONTINENTAL PRESS, INC.
Elizabethtown, Pennsylvania 17022

ELEM-SHS Reading Exercises in Negro History. One-page biographical sketches of black Americans from all fields, written on the fourth grade level, with accompanying exercises. Paperbound workbook.

d11. D. C. HEATH AND COMPANY
A Division of Raytheon Education Company, 285 Columbus Avenue, Boston, Mass.

K-7 Heath Social Studies Series, Second Edition. Newly revised, this series incorporates minorities and the urban experience of children; illustrations are multi-ethnic.

SHS Basic Concepts in History and the Social Sciences Series. Sample titles: *Reconstruction and the Race Problem; Slavery and the Breakdown of the American Concensus.* This series focuses on key ideas and concepts in historical interpretation. For average students.
Black America. A paperback collection of readings limited to the 20th century.
The Negro and Puerto Rican in American History. Paperbound, 32 pp.
New Dimensions in American History Series. Sample titles: *Immigration: A Study in American Values; The Negro Struggle for Equality in the Twentieth Century; States Rights and Indian Removal: The Cherokee Nation v. the State of Georgia.* This series of study units asks the student to analyze source materials, see patterns, and find relationships in order to draw and support his own conclusions. For average students; paperbound.

d12. DELL PUBLISHING COMPANY
750 Third Avenue, New York, New York

JHS *The Outnumbered: Stories, Essays and Poems about Minority Groups* (paperback); *A Nation of Newcomers: Ethnic Minority Groups in America*

d13. DODD MEAD & COMPANY
79 Madison Avenue, New York, New York 10016

4-6 *Heroes of America; The Book of Negro Folklore*
JHS *Famous Negro Athletes*

d14. **ENCYCLOPEDIA BRITANNICA EDUCATIONAL CORPORATION**
New York, New York

SHS-ADULT *The Negro in American History* (3 vols.)

d15. **FRANKLIN WATTS, INC.**
575 Lexington Avenue, New York, New York 10022

4-6 *First Book of Africa; First Book of Negroes*

d16. **GINN & CO.**
Back Bay Post Office, Boston, Mass. 02117

4-6 *Africa; Three Billion Neighbors*
JHS *Negroes Who Helped Build America.* Biographies of famous black Americans; hardcover.

d17. **HARCOURT BRACE & WORLD, INC.**
New York, New York 10017

K-3 *Two Is a Team*
JHS-SHS *The Negro in American Life*
SHS World Areas Today: *Sub-Sahara Africa*

d18. **HOLT RINEHART & WINSTON**
383 Madison Avenue, New York, New York 10017

K-4 Urban Social Studies Series, *Words and Action; William, Andy, and Ramon; Five Friends at School; Living as Neighbors; Our Growing City.* Slender hardcover volumes with integrated photographs as illustrations.
6-9 Impact Series. *I've Got a Name, Cities, At Your Own Risk, Larger than Life.* A multi-media language arts program with paperback texts and strong visual appeal.
JHS *Puerto Rico Today*
9-12 Holt Social Studies Curriculum, Tradition and Change in Four Societies especially (grade 10). An examination of four countries--South Africa, China, India, and Brazil--analyzing in each case the traditional society, the impact of Western ideas and institutions, and one major contemporary problem: race relations in South Africa and Brazil, totalitarianism in China, and economic growth in India. The sequential series is designed to develop attitudes, values, inquiry skills, and knowledge.

d19. **HOUGHTON MIFFLIN**
Boston, Massachusetts 02107

Social Studies Program

4-6	*Citizens All.* Social studies readers.
JHS	*Peaceable Revolution: Nonviolent Resistance*
SHS	*The American Negro: Old World Background and New World Experience*

d20. **MACMILLAN COMPANY**
New York, New York

7-12, ungraded	Gateway English Series. A literature and language arts program with several anthologies of reading selections for each of three years; includes record albums and transparencies
SHS	*Puerto Rico: Bridge to Freedom*

d21. **MCGRAW-HILL**
350 West 42nd Street, New York, New York 10036

4-6	Skyline Series
JHS	*The Long Freedom Road*
SHS	*To Be Equal*
K-3	*The Africans Knew*

d22. **W. W. NORTON COMPANY**
55 Fifth Avenue, New York, New York 10003

JHS-SHS	*Langston Hughes: Selected Poems* *The Struggle Within: Race Relations in the United States*

d23. **PITMAN PUBLISHING COMPANY**
20 East 46th Street, New York, New York 10017

SHS *Eyewitness: The Negro in American History.* A thick paper-bound volume consisting mostly of primary sources; the story of black America is told with the words and pictures of those who made history. The author, William L. Katz, has also written *Teachers' Guide to American Negro History.* See section 4f for annotation.

d24. **PORTAL PRESS, INC.**
A Subsidiary of John Wiley & Sons, Inc., 605 Third Avenue, New York 10016

JHS-SHS Springboards Series, The Negro in American History. Short essays for reluctant readers, printed separately on 8 1/2 by 11 sheets, boxed with teacher's manual, concept chart.

d25. PRENTICE HALL
Englewood Cliffs, New Jersey 07632

K-3 *Martin Luther King: Peaceful Warrior*

d26. QUADRANGLE BOOKS
12 East Delaware Place, Chicago, Illinois

SHS *Puerto Ricans: Strangers, then Neighbors*

d27. READER'S DIGEST SERVICES
Pleasantville, New York 10510

K-3 Young Pegasus Series. An experience-centered series of stories and games; paperback.

d28. SCHOLASTIC MAGAZINES, INC.
902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

JHS-SHS Scope, Senior Scholastic, and The Scholastic Teacher, see Section 4, #c6.
Teen Age Book Club (TAB-JHS) and Campus Book Club (CBC-SHS) are paperback book clubs which offer students a wide range of titles. Scholastic Book Services provides upon request an annotated listing of Scholastic paperback books with a multi-ethnic or intercultural focus, also those that concern people striving against the handicaps of poverty or prejudice. There are separate lists for elementary and secondary grades.
Folkways/Scholastic Records has 27 albums in 5 units on Afro-American History and Culture: "Negro History Sound Capsule," "Struggle for Freedom," "African Origins and Influences," "Cultural Flowering: Music and Literature," "Negro Songs, Stories, and Poetry for Young People."
Problems of the Modern World, a series of case studies on major world problems, including *Mexico, The Problem of Cultural Diversity; Kenya, the Problem of National Sovereignty vs. Federation.*
Which Way to Equality? A multi-media teaching unit (1-2 weeks) with an 8-page essay, "The Roots of Prejudice," 8 articles on "The Negro in U. S. History," a filmstrip, a record called "The Glory of Negro History," and teachers guide and bibliography.
World Affairs Multi-Texts. *The Two Chinas, Emerging Africa, The Rim of Asia, The Subcontinent of India, Latin America.*

4-6 Prejudice, a paperback book collection for middle elementary grades about children and young people who encounter the many kinds of prejudice found in America today. Ten titles, 42 books include *The Medicine Man's Last Stand, Hillbilly Pitcher, The Janitor's Girl, Mary Jane, Captain of the Ice.*

d29. **SILVER-BURDETT**
A Division of General Learning Corporation, Parke Avenue and Columbia Road, Morristown, New Jersey 07960

JHS *Growing Up in Puerto Rico.* Short stories.

d30. **ZENITH BOOKS**
Doubleday & Company, Garden City, New York

JHS Negro and African Series. *A Glorious Age in Africa, Guide to African History, The Unfinished March, Pioneers and Patriots, Lift Every Voice, Four Took Freedom, Great Rulers of the African Past, Time of Trial, Time of Hope.*

e. Annotated Bibliographies

e1. **ABOUT 100 BOOKS--A GATEWAY TO BETTER INTERGROUP UNDERSTANDING.** The fifth edition of this pamphlet cites children's books published from late 1962 through the first half of 1965--books which deal authentically with the pressing social problems of our time. Books are classified by age group and given evaluation ("highly recommended"; "though several of the incidents described are somewhat contrived, the book's value far outweighs its minor imperfections"). The list includes not only the black minority in America but other minorities as well--Puerto Ricans, Mexicans, American Indians, Orientals, Jews--and books on other countries, particularly Africa and Asia.

By Ann G. Wolfe, The American Jewish Committee, Institute of Human Relations, 165 East 56 Street, New York 10022. Paperback, 43 pages. 35¢; quantity prices on request.

e2. **AFRICA: AN ANNOTATED LIST OF PRINTED MATERIALS SUITABLE FOR CHILDREN.** An extensive list of publications on Africa for young people through junior high level.

Prepared by the American Library Association and the African-American Institute, 331 East 38th Street, New York, New York 10016. UNICEF, 1968, $1.

e3. **AFRICA: A CROSS-CULTURAL STUDIES BIBLIOGRAPHY.**

Greenwich, Conn.: Greenwich Public Schools. 1968. 37pp. $1.

e4. **AFRO-AMERICAN BIBLIOGRAPHY.** Includes listings of biographical sources, biographical A-V, books and booklists, films, filmstrips, records, tapes, multi-media (posters, plays, transparencies).

The Instructor, March 1969, pp. 101-104.

e5. **BIBLIOGRAPHY, CONFERENCE ON CURRICULUM MATERIALS FOR THE STUDY OF BLACK HISTORY (METCO).** This listing is briefly annotated and includes materials suitable for a range of people, from young children to adults. Two other lists, one of films and one of inventors, are included in the package.

METCO, 178 Humboldt Avenue, Dorchester, Mass. 1968. $1.50.

e6. **BIBLIOGRAPHY ON AFRO-AMERICAN HISTORY AND CULTURE.** This very recent and extremely complete listing was prepared for Social Education (the official monthly periodical for history teachers in the United States, published by the National Council for the Social Studies) by the Staff, Department of Social Studies, Detroit Public Schools. Categories include Autobiography and Biography, Bibliographies, Civil Rights, Government Studies, History, Modern Africa, The Negro in the City, and Points of View. Items are also designated A (adult, teacher), S (grades 7-12, secondary), or E (grades 3-6, elementary).

Social Education, April 1969, Vol. 33, No. 4, pp. 447-461. Reprints available, $1 each; single copies of the entire issue devoted to "Black Americans and Social Studies," with an elementary school supplement on "Minority Groups in American Society" (see Section 4f), also available, at $1. 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

e7. **BIBLIOGRAPHY ON NEGRO LIFE AND HISTORY.** This annotated bibliography is especially valuable because it includes 78 publications for young children. Part II gives 175 publications for older boys and girls; Part III, 102 listings for senior high students and adults--but without annotation.

Committee on Elementary Education, Michigan Cooperative Curriculum Program, State Department of Education, Lansing, Michigan. Publication 547, 1965. 24 pp., mimeographed, free.

e8. **BLOWING IN THE WIND, Books on Black History and Life in America.** This lists only books, but cites the ones most commonly available for school libraries and indicates the age group they were intended for in the 3-13 age range. Most historical books are written for children 9-11 or 11-13, but there are some for younger children, especially in the "Tell It Like It Is" section of the "Contemporary Scene" category.

By Effie Lee Morris. School Library Journal, March 1969, pp. 1298-1300.

e9. **CRITICAL BIBLIOGRAPHY, MULTI-ETHNIC MATERIALS K-12.** A mimeographed description of some five dozen texts, films, transparencies, records, and library books dealing with black culture and history. This listing was compiled by the Pittsfield Regional Office of the Department of Education with the Curriculum and Education Materials Committee of the Berkshire County NAACP. Copies are available from Mrs. Winifred Green at the Pittsfield Office, 7 North Street, Pittsfield, 499-0745.

e10. **FIFTY BOOKS FOR SCHOOL LIBRARIES ON THE BLACKS.** This list is helpfully annotated; it is strong on reference materials and on black leaders in various professions and occupations. Novels and controversial figures or titles are omitted. For secondary schools.

By Rita Condon, Wilson Library Bulletin, March 1969, Vol. 43, No. 7, pp. 657-664.

e11. **FOCUS: BLACK AMERICANS AND INTERGROUP RELATIONS (pamphlets, materials)** This is a first-rate round-up of miscellaneous free and inexpensive materials, ranging from some urban curriculum guides (New York, Washington, D. C.) to "Introducing West African Literature into Our Social Studies Curriculum." Part of the special issue of Social Education. Reprints of this section are not available alone, but entire copies of the issue itself are. See Part 4, #e6.

e12. **FROM SLAVERY TO PROTEST, A Bibliography of Afro-American Resources for Pennsylvania Schools.** Includes annotated book lists on topics of social interpretation, history, biography, art-drama-music-literature, fiction; also information about periodicals, guides, handbooks, teaching units, bibliographic sources, audio-visual materials.

Commonwealth of Pennsylvania, Department of Public Instruction, Box 911, Harrisburg, Pa. 17126. Write Elizabeth S. Haller, History Adviser, Bureau of General and Academic Education, 717-787-6743. 1968. Free. Present supply exhausted, but will be available in up-dated version in summer 1969, possibly with a second bibliography for minority groups other than Afro-Americans. 46 pp. Mimeographed.

e13. **AN INDEX TO MULTI-ETHNIC TEACHING MATERIALS AND TEACHER RESOURCES.** This resource guide contains leads to bibliographies, catalogues, and lists of audio-visual aids, teacher resources and teaching programs developed by local school districts, and programs developed by other agencies or persons. Related NEA pamphlet titles are included.

Committee on Civil and Human Rights of Educators, NEA, 1201 16th Street, N.W., Washington, D.C. 20036, 18 pp., 35¢.

e14. **INTEGRATED SCHOOL BOOKS: A Descriptive Bibliography of 399 Pre-school and Elementary Texts and Story Books** prepared by the NAACP Education Department. Textbooks in arithmetic, mathematics, English, health, music, readers, science, social studies, history, and spelling. Similar listing of titles for secondary schools.

National Association for the Advancement of Colored People, 1790 Broadway, New York, New York 10019. 50¢ each.

e15. **THE NEGRO AMERICAN IN PAPERBACK: A Selected List of Paperback Books Compiled and Annotated for Secondary School Students.** This is intended as a guide to readers with only a limited background of information on American Negro history and life. History, biography, and fiction are included. Each title is briefly described, with publisher and price.

By Joseph E. Penn, Elaine Brooks Wells, and Mollie L. Berch. NEA, 1201 16th Street, N.W., Washington, D.C. 20036. 1968. 50¢.

e16. **NEGRO HISTORY AND LITERATURE: A Selected Annotated Bibliography.** A fine bibliography for Negro history, biography, literature, and related materials for teachers, high school students, and younger children on such varied topics as intergroup relations, urban and rural

problems, education, housing, employment, suffrage, and black nationalism. There is also a helpful "Tools for Further Research" section.

Introduction by St. Clair Drake. 165 East 56th Street, New York, New York 10022. 190 pp., paperback. 35¢.

e17. **THE NEGRO IN AMERICAN LIFE.** This selected bibliography consists of books and periodical literature published from July 1963-August 1968, a supplement to a similarly-titled 1963 Department publication. Most citations are appropriate for adults, although some are suitable for high school students. Copies were sent to each Massachusetts superintendent of schools in February, 1969, in recognition of American Negro History Week.

By Catherine R. McCarthy, Commonwealth of Massachusetts, Department of Education, Bureau of Library Extension, October 1968. Free. 50 pp., xeroxed, limited supply.

e18. **THE NEGRO IN SCHOOLROOM LITERATURE.** An annotated bibliography of resource materials for the teacher of kindergarten through sixth grade. Over 250 books grouped by subject matter and, within each group, listed alphabetically by title. Reading levels given; author index and publisher appendix provided.

By Minnie W. Koblitz, Center for Urban Education, 105 Madison Avenue, New York, 1968. 25¢.

e19. **NEGRO LITERATURE FOR HIGH SCHOOL STUDENTS.** A high school English teacher here summarizes the information about black writers that belongs in a historical survey course in American literature, describes novels about Negroes, written especially for adolescents, describes biographies of historical and modern figures, and shows how to include these materials in normal classroom English lessons.

By Barbara Dodds, Vashon High School, St. Louis, Missouri. National Council of Teachers of English, 508 South Sixth Street, 61820, 1968. Stock No. 37329, paperback, 157 pp., $2.

e20. **"A Paperback Classroom Library: Books by and About Afro-Americans."** A useful list of popular paperback titles for secondary students.

Printed in "Our Guilt," by Miriam Ylvisaker, English Journal, Vol. 58, No. 2, February 1969, pp. 193-195.

e21. **SELECTED BOOKS ABOUT THE AFRO-AMERICAN FOR VERY YOUNG CHILDREN (K-2)** This annotated bibliography of fiction and non-fiction books features works which realistically include minority group members as leading characters. Literary criteria, which are explained in the helpful introduction, were used in selecting the books. The bibliography was prepared by a former bibliographer now at Wheelock College.

By Mrs. Jean Britton. Published by the Commonwealth of Massachusetts, Department of Education, Bureau of Curriculum Innovation, and as a

supplement to "The Negro in American Life." May 1969, 16 pp., mimeographed. Free, from the Bureau, 182 Tremont Street, Boston, Massachusetts 02111.

e22. **WE BUILD TOGETHER, A Reader's Guide to Negro Life and Literature for Elementary and High School Use.** A 1967 revision of NCTE's 1948 intercultural reading list, the present publication includes books for children in the preschool area through the ninth grade. Books are divided into folklore, biography and history, fiction, poetry, and nonfiction. Most helpfully, the annotations include grading to assist teachers and librarians in judging which books are most suitable for slow or accelerated readers.

By Charlemae Rollins. National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820. 1967, paperback. $1.50.

f. Other Things to Read and Use

1. POSITION PAPERS

f1. **"American History (White Man's Version) Needs an Infusion of Soul."** This article is an abbreviated version of C. Vann Woodward's presidential address to the annual meeting of the Organization of American Historians. Dr. Woodward is Sterling Professor of History at Yale.
New York Times Magazine, April 20, 1969, pp. 33 ff.

f2. **DOWN THESE MEAN STREETS.** A major book by a writer of Puerto Rican ancestry which merited front page New York Sunday Times Book Review treatment.
Alfred A. Knopf, Inc., New York, 1967. $5.95. Signet NAL paperback, 95¢.

f3. **EQUAL EDUCATIONAL OPPORTUNITY, a special issue of the Harvard Educational Review,** with many articles centered around the findings and implications of the 1966 Coleman report to the U. S. Commission on Civil Rights.
Winter, 1968, Vol. 38, No. 1. Paperbound, 212 pp. Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge, Mass. 02138. Single copy $2.25. Also published in expanded book form with three additional HER articles. Harvard University Press, 1969, 274 pp. $5.95.

f4. **INTEGRATED EDUCATION.** The editor of Integrated Education magazine (see Part 4, #c9) has selected key articles for reprinting in this paperbound book. The General Problem, Places and Practices, Points at Issue, Prospects for Change, The Contribution of Research--articles under these subheadings give the considered opinions of concerned writers. One article, "The Right to Read--A Straight Path to Integration," is by Massachusetts Education Commissioner Neil V. Sullivan.
Ed. by Meyer Weinberg. The Glencoe Press (A Division of the Macmillan Company), Beverly Hills, California. 376 pp. $4.95.

f5. **ISLAND IN THE CITY: PUERTO RICANS IN NEW YORK.** A discerning study about the problems and aspirations of the people in Spanish Harlem.
Dan Wakefield, Cornith Books. Paper, $1.95.

f6. **Introduction to LA VIDA.** It is an excellent commentary on the Puerto Rican style of life in the "culture of poverty," as the author puts it; and offers insights into problems of acculturation.

Oscar Lewis. Random House, New York (paperback), 1968, pp. xi-lv. $2.95.

f7. **THE NATURE OF PREJUDICE.** A comprehensive and detailed account of the phenomenon of prejudice.

Gordon W. Allport. Doubleday Anchor Book (abridged). 1958, 496 pp., $1.45.

f8. **THE NEGRO AND AMERICAN EDUCATION** is a back issue of Changing Education, the American Federation of Teachers quarterly journal. "What teachers can do to insure that those youngsters now growing into adulthood leave their classrooms with a true understanding of America's minority groups is spelled out in this issue." Important sections are Reshaping the Schoolbooks and Racism in Education.

Changing Education, AFT, 716 North Rush Street, Chicago, Illinois 60611. Fall 1966. 75¢.

f9. **"Negro Literature in the Secondary School: Problems and Perspectives"** This paper, presented at the NCTE convention in Milwaukee in November, 1968, concluded:

"I have been discussing what amounts to a cultural revolution. When it has run its course, America will have a new image of herself. She will no longer see herself as a white nation and a white people, but as a multi-racial nation, composed of many ethnic strains. And she will have faced herself, for the first time, at the moral center of her being. It is because imaginative literature impinges so directly on the moral and spiritual center of a culture that we must be prepared to risk, to innovate, and if necessary to struggle, to implement these programs in the public schools."

Robert Bone. English Journal, April 1969. Vol. 58, No. 4, pp. 510-515.

f10. **PUERTO RICO: FREEDOM AND POWER IN THE CARIBBEAN.** Called "by far the best general survey of Puerto Rico ever written....a first-class source of information on the political and economic history of the island, especially during the past 60 years....probably the most important book ever written about Puerto Rico, and one of the most significant studies of the whole Caribbean area."

Gordon K. Lewis. Harper Torchbooks, 1968. 470 pp., paperback. $2.95.

f11. **POET IN THE FORTRESS, The Story of Luis Munoz Marin.** One of the very few biographies of famous Puerto Ricans.

New American Library, 1301 Avenue of the Americas, New York 10019. 1964, $6.50. We are unable to substantiate a report that this is in paperback.

f12. **RACE AWARENESS IN YOUNG CHILDREN.** An anthropologist investigates the complex processes underlying the social pattern of "white over brown" in America. Contains a summary of relevant research since 1950, as well as an introduction by Kenneth B. Clark.
Mary Ellen Goodman. Revised edition, 352 pp., soft cover. $1.50.

f13. **THE SHORTCHANGED CHILDREN OF SUBURBIA: What Schools Don't Teach About Human Differences and What Can Be Done About it.** This pamphlet reports what happened in a four-year project that was designed to teach how the public schools in a representative suburban community --"New Village"--could prepare children for a world of racial and cultural diversity. It recounts incidents among students, teachers, parents. The conclusion: "Children must be educated to deal fairly and realistically with questions of social justice, civil rights, national unity and international peace. Teachers, supervisors and parents will have to come together to bring this innovation about. There is no more urgent business in the schools of America today."
Institute of Human Relations Press, Pamphlet Series No. 8, The American Jewish Committee, New England Area Office, 72 Franklin Street, Boston 02110. Paperback, 68 pp. Single copy 75¢; quantity prices on request.

f14. **BLACK AMERICANS AND SOCIAL STUDIES, a special issue of Social Education,** with an elementary school supplement focusing on cultures and conflicts, "Minority Groups in American Society." The fine bibliographies have already been cited (Part 4, #e6, e11). Other articles include "The Teaching of Black History and Culture in the Secondary Schools," by Nathan Hare; "Crispus Attucks is Not Enough: The Social Studies and Black Americans," by Edwin Fenton; "The Three D's: Distortion, Deletion, Denial," by Emily Fuller Gibson. The elementary supplement has articles on American Indians, the U.S. "Hispano," and the Orientals.
Write Social Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. April 1969 issue, Vol. 33, No. 4. $1.

2. *RESOURCES FOR CURRICULUM DEVELOPMENT*

f15. **AFRICA SOUTH OF THE SAHARA: A RESOURCE AND CURRICULUM GUIDE.** The author is director of the Carnegie-Mellon based Project Africa. His book includes guidelines for curriculum specialists and teachers; over 600 written and visual materials now available for classroom use; a directory of agencies, embassies, and trade organizations representing Africa south of the Sahara; a study of professional literature on teaching about Africa; and pre-and post-tests to measure what students know about Africa and how knowledge and attitudes have changed as a result of their study.
Dr. Barry K. Beyer. Thomas Y. Crowell Company, 201 Park Avenue South, New York 10003. To be published June 20, 1969. About 176 pages. $5.95 hardcover; $3.95 paper (20% off for five or more).

f16. **AFRICA 1968** has two pages for each of 39 nations in Africa, with a summary of important statistics, a map, and a brief narrative on geography, history, the economy, and the future.
Stryker-Post Publications, 6330 Utah Avenue, N.W., Washington, D.C. 20015, 89 pp., $1.75.

f17. **AMERICAN HISTORICAL ASSOCIATION, Service Center for Teachers of History,** has published a number of pamphlets dealing with Negro history and related questions which discuss recent scholarship on the particular issue, analyze it, and list source materials. Pertinent titles include: "The Negro in American History," by Louis R. Harlan (No. 61) "Civil War and Reconstruction," by Hal Bridges (No. 5), "African History," by Philip S. Curtin (No. 56), and "Civil Rights: Retrospect and Prospects," by Chase C. Mooney (No. 37).
AHA, 400 A Street, S.E., Washington, D.C. 20003. 50¢ each.

f18. **AMERICAN NEGRO POETRY, Teacher's Guide.** Accompaniment for a good commercial paperback adopted as a text by the Detroit Public Schools.
Detroit Public Schools, 1968. 60 pp. $2.

f19. **CHILDREN OF CARDOZO...TELL IT LIKE IT IS.** The response of children to the death of Martin Luther King in their own words and pictures. Prepared by EDC in cooperation with the innovation team of the Model School Department. Copies on display at EDC, 15 Mifflin Place, Cambridge.
D. Van Nostrand Co., Inc., 120 Alexander Street, Princeton, N.J. 08540. 96¢ a copy; 72¢ net to schools.

f20. **CREATIVITY IN URBAN EDUCATION** is a 250-page survey-report of locally-developed materials, programs, and projects in the sixteen great cities. Its section on social studies refers to several relevant projects. Boston is one of the member cities.
Research Council of the Great Cities Program for School Improvement, 4433 West Touhy Avenue, Chicago, Illinois 60646
No price given.

f21. **FROM SLAVERY TO FREEDOM.** This is a classic--the most complete Negro history every written. It is a valuable reference book for teachers and high school students.
John Hope Franklin. Alfred A. Knopf, Inc., 501 Madison Avenue, New York 10022. 652 pp. $10.75.

f22. **"How To Integrate Your District's Curriculum"** is a six-page article for administrators, setting out concrete guidelines for curriculum improvement and recommending six basic books.
School Management, August 1968. Reprinted by the NAACP Special Contribution Fund, 1790 Broadway, New York 10019.

THE READER COMMUNICATES

If you have a comment about this publication, remove The Reader Communicates *from the book, fill it out, and return to* Minorities/Communicate, Bureau of Curriculum Innovation, 182 Tremont Street, Boston 02111 (617-727-5132).

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_____ (other relevant happenings)

at _____, _____
location/town School

primarily developed by _____
name address phone

using (describe materials, course subdivisions, etc.):

_____
signed

_____
address city phone position

parent/teacher/college teacher/administrator/student/community worker

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_____
signed

_____ (address) _____ (city) _____ (phone) _____ (position)

parent/teacher/college teacher/administrator/student/community worker